

The
HISTORY
of
GOUCHER
COLLEGE



*Published in connection with the
Fiftieth Anniversary of the College*





GOUCHER HALL.

THE HISTORY
of
GOUCHER COLLEGE

By

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GOUCHER COLLEGE

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To

President and Mrs. David Allan Robertson

Preface

THE personality of a college is the product of the intelligent and generous loyalty of its members and friends. Balliol, Harvard, Yale, Vassar, Smith each has a personality resultant from such contributions of thought and act. When we think of Balliol College we think of scholarship and not just of John of Balliol. When Harvard is mentioned we think of that university which is prominent in learning as in American educational history and not only of John Harvard and Charles W. Eliot. When Yale is named we think not just of the name Elihu but of the great twentieth century institution and all it stands for. Vassar now connotes the college by the Hudson and all that it has become since Matthew Vassar founded it. Smith means a great college for women and not only one individual of an innumerable clan. The story of the efforts of many devoted persons forms the history of the institution, the tale of how its personality developed.

Goucher has a personality. From its beginning as the Woman's College of Baltimore it has been affectionately and intelligently served by a noble host—trustees, members of the faculty and staff, students, alumnae, and friends. From time to time changes come. For the most part these are superficial such as changes in costume or social custom, always interesting to the student of educational history and frequently amusing. Always there has persisted a splendid spirit. That, I hope, will be made clear to readers of this book.

Personal and contemporary observation recorded in letters and diaries forms the very foundation for the work of the ultimate historian. One of the authors of this volume, Anna Heubeck Knipp, entered the College as a freshman when the doors were opened and has been closely associated with it ever since as an active leader of the alumnae and as a member, and

secretary, of the Board of Trustees. The other, the late Professor Thaddeus P. Thomas, likewise had opportunity to observe the growth of the College, for he joined the faculty in 1892 and retired in 1934. At my request these two jointly undertook the preparation of this history. First hand observation has been theirs, for of the making of Goucher they have been a great part. To them all members of the College must ever be grateful as will be future historians of higher education in America.

DAVID ALLAN ROBERTSON,
President.

Acknowledgments

FOR the writing of this history, President Robertson put at the disposal of the authors all the records and facilities of the College. The first measure of thanks must therefore go to him as well as to those in the various offices who have aided generously in making these helps available.

Special appreciation is due, likewise, to those who have lived with the history and assisted the authors by daily encouragement and advice, to Anna Andrews Thomas (Mrs. T. P. Thomas) and to George Walter Knipp.

The list of people who have aided by furnishing material is a long one. All of them are, and have been, remembered gratefully, but a few merit special mention: Janet Goucher, '01 (Mrs. Henry C. Miller), and Johnetta Van Meter, '94, for valuable clippings, diaries, and notebooks from the early days; the Reverend Frank G. Porter for important materials relating to the Baltimore Conference and to Dr. Goucher.

The authors were grateful to the late Stella A. McCarty of the Class of 1892, professor of education, member of the Goucher faculty, 1916-1936, for her work in writing the chapter on "The Development of the Curriculum."

For early suggestions as to the form and arrangement of the material, thanks are due to Ella Lonn and Eugene N. Curtis, professors of history at Goucher College.

For valuable criticism based upon a reading of the whole manuscript grateful thanks are tendered to Eugene N. Curtis, to Carrie Mae Probst, '04, and especially to President Robertson and Elizabeth Nitchie, professor of English, who have followed the work from its beginning.

A. H. K.

July 18, 1938.

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Chapter I

THE BEGINNINGS

Prejudices against the higher education of women—Success of some of the earlier colleges for women—Special difficulties faced by the founders of the Woman's College of Baltimore—Beginning of the movement to found the College—Relation of Dr. Goucher and Dr. Van Meter to it—Letter from Dr. Goucher offering to give, conditionally, a piece of ground upon which to erect the first college building—Organization and activities of the Women's Educational Association—First gift of money—Work of the *Baltimore Methodist*—One hundredth session of the Baltimore Annual Conference and the decision to found a "female college"—Meeting May 12, 1884 in Academy of Music—Incorporation, January 26, 1885—Rally March 5, 1885 when final funds were secured—Resolutions of Baltimore Annual Conference commending Dr. Goucher and Dr. Van Meter—Five indispensable elements involved in the founding of the College.

HIGHER EDUCATION OF WOMEN BEFORE 1885

TO THOSE who know the records made by college women and college men, the denials of mental equality in the nineteenth century seem amusing. In 1860 there was an article in the *Saturday Review* which proved the inferiority of women's minds by the following bit of logic: "The great argument against the existence of this equality of intellect in women is, that it does not exist. If that proof does not satisfy a female philosopher, we have no better to give."¹ Even after women proved their mental capacity, the conviction persisted. Professor Harry Thurston Peck of Columbia said that the reason women receive high marks in college is that the professors feel sorry for them.²

Some of the conservatives claimed that women did not have the physical strength to take a college degree. One learned man prophesied that all educated women would become som-

nambulists. Another declared that the perilous track to higher education would be strewn with wrecks.³ Other conservatives were impressed with the idea that every woman lived in a "sphere" and that the college would take her out of it. One conservative, a woman of unusual culture for those times, said of Vassar in 1865: "The very fact that it is called a college for women is enough to condemn it. Of one thing we may be sure—no refined Christian mother will ever send her daughter to Vassar College!"

The higher education of women seemed slightly less ridiculous by 1885, when Goucher College received its first charter under the title of "The Woman's College of Baltimore City."⁴ The diminution in ridicule was due partly to the academic success of the earliest women's schools of college rank. These, in the order of their opening, were Wesleyan College in Macon, Georgia (1836), Mary Sharp College in Winchester, Tennessee (1851), Vassar (1865), Wells (1870), Smith and Wellesley (1875), Radcliffe (1879), Bryn Mawr (1885), Mt. Holyoke as a seminary (1837), as a seminary and college (1888), as a college only (1893). The date of the opening of the Woman's College of Baltimore City for instruction was 1888. Barnard was opened in 1889 and Randolph-Macon in 1893.⁵ The earlier colleges shattered the fallacy that women are lacking in mental and physical capacity. The only thing the conservatives had proved was the truth of the statement of James Russell Lowell that "History has shown herself to be humorously careless of the reputation of prophets."

SPECIAL DIFFICULTIES OF THE FOUNDERS

If there is an element of humor about the founding of a new college for women, there is usually also an element of potential tragedy, owing to the financial hardships which it must face. The hands which held the purse-strings in Baltimore kept them tight, with some noble exceptions, for the first quarter of a century after the College was opened. Perhaps some

feared that the new college would be narrowly sectarian, though it never was. Moreover, there were really strong arguments against the possibility that it would attain success. To mention only two, the college education of women was not favored in the South; and also there was not one school in Maryland and very few in all the South that could prepare young women to enter a first-class college. Evidently, the difficulties were so great that the faith and courage of the men who were warned of the danger and yet went dauntlessly forward to hard won and long delayed success deserve admiration.

The faith and courage of the Baltimore Annual Conference of the Methodist Episcopal Church in founding a new college for women seems astonishing in view of the fact that it had made two previous attempts to establish a denominational college, both of which failed financially. The first of these was the Baltimore Female College, which was opened in 1848 and was the first institution in Maryland for the higher education of women. It became non-denominational in 1868. It began its existence on lower St. Paul Street, was later moved to Park Avenue and Wilson Street, and after 1882 it occupied a large house on the corner of Park Avenue and McMechen Street.⁶ As early as 1881 it could boast that it had sent forth one hundred and eighty-two teachers. The legislature began to appropriate money for the college in 1860 but ceased to do so in 1890 with the consequence that it closed its doors in that year.⁷

In 1866 there was an unsuccessful attempt to found "The Mount Washington Female College of the Methodist Episcopal Church" to be located in the suburbs of Baltimore. The college was never organized. It was not possible to secure the funds to pay for the property purchased, which had been bought from the trustees of a former institution, The Mount Washington Female College, chartered in 1856 and closed in 1861. The property was sold to the Roman Catholic Church in 1867.⁸

The third attempt was successful and resulted in founding The Woman's College of Baltimore City in 1885. The name was changed to The Woman's College of Baltimore in 1890 and to Goucher College in 1910.

BEGINNING OF THE MOVEMENT

The first noteworthy impulse toward the founding of the College came in 1880 at the meeting in Cincinnati of the General Conference of the Methodist Episcopal Church in America, which was first organized on Christmas Day, 1784, in Baltimore, in the Lovely Lane Chapel. The organization of the Church had been commemorated by the founding of a college for boys at Abingdon, Maryland—Cokesbury College⁹—and it was therefore natural that the Board of Bishops in 1880 should suggest to the Conferences that the centennial be observed by the raising of funds for education. Of course each Annual Conference was free to carry out the suggestion in its own way.¹⁰

The following year (1881) at the session of the Baltimore Annual Conference at Martinsburg, West Virginia, a resolution was made and adopted on March 15, "that a Committee of five ministers and five laymen be appointed whose duty it shall be to consider the subject of establishing a conference Seminary; and if the same shall be found practicable, to inaugurate such measures as may be necessary to accomplish the same, provided that no financial obligation assumed by said committee shall be binding on the Conference until reported to and approved by the same."¹¹ The members of the committee were: J. H. Dashiell, C. H. Richardson, D. H. Carroll, T. Daugherty, J. F. Goucher, C. W. Slagle, G. S. Grape, A. H. Greenfield, W. J. Hooper, and P. Hanson Hiss, the first five being ministers.¹² The minutes of the Conference of 1882 merely state that "The Committee appointed on Conference Seminary last year, was, on motion of C. W. Baldwin, continued."¹³

At the next Annual Conference (1883) in Winchester, Vir-

ginia, there were reports from two committees which dealt with the question of a conference seminary, and both of them were adopted. The centennial committee recommended three objects of educational beneficence: (1) the work of establishing on a firm and liberal basis a Baltimore Conference Seminary; (2) a generous and thorough endowment of Dickinson College (a Methodist college for men at Carlisle, Pennsylvania); (3) the endowment of Centenary Biblical Institute in Baltimore, afterwards called Morgan College.¹⁴ The committee on seminaries reported that "the approaching centennial of the M. E. Church organized, as it was, in the City of Baltimore, furnishes a most fitting hour for the founding of the needed institution. That we may hasten this important work, we recommend the appointment of the following committee, which shall devise a plan for the establishment of a Baltimore Conference Seminary; J. B. Van Meter, J. H. Dashiell, A. M. Courtenay, J. J. G. Webster, C. W. Baldwin, Alcaeus Hooper, George S. Grape, W. J. Sibley, Owen Hitchens."¹⁵ It was John F. Goucher who proposed the appointment of this committee with John B. Van Meter as chairman. These two men were fitted both mentally and temperamentally for cooperation. In 1885 they both had positions of strategic advantage in their great contest with educational conservatism. Mr. and Mrs. Goucher had wealth which they were willing to use for the higher education of women and other good purposes. Dr. Van Meter was editor of the *Baltimore Methodist* in addition to his duties as a minister, and was made chairman of the Committee on Ways and Means to which the Conference entrusted its special centennial projects. In other words, Mr. Goucher was in a position to give, and Dr. Van Meter was in a position to persuade others to give. These facts proved to be important.

GIFT OF LAND

Quiet work went on for some time after the Conference adjourned, and then something of vital importance happened at a meeting of the committee at the Book Depository of the

M. E. Church, 168 West Baltimore Street, December 27, 1883. The following letter from Mr. Goucher was read. It is the first important document in the history of the College.

Dr. J. B. Van Meter et al.
"Comm. to devise a plan for
the Establishment of a
Baltimore Conf. Seminary."

Dear Brethren,

Appreciating in a measure the urgent demand for some adequate provision whereby the daughters of Christian parents may have an opportunity to secure higher Education in an Institution positively Christian in its influence and thoroughly first class in all its appointments, . . .

I desire to tender to you and through you to the Baltimore Annual Conference of the Methodist Episcopal Church a tract of ground situated on the West Side of St. Paul Street extended, between the piece recently purchased by the First M. E. Church of Baltimore upon which to erect their new church buildings, and 4th Street, being One Hundred and Sixty Two feet by One Hundred and Eighty Four feet Four inches, and containing somewhat over Two Thirds of an acre, which I will grade, pave and deed in fee to a Board of Control when incorporated under the direction of the Baltimore Annual Conference for the use of such an Institution.—Provided

1. The Baltimore Annual Conference will at its coming Session accept of such tender for said purpose.
2. The said Conference will secure in cash or bona fide subscriptions during the Conference year 1884-'85 the sum of One Hundred and Seventy Five Thousand dollars to be used in buildings and as the nucleus of an endowment for such an Institution.

Cordially and Fraternally,

Jno. F. Goucher

Baltimore
Dec. 2, 1883

Mr. Goucher was present at the meeting of the committee and offered to give either the lot valued at \$25,000 or that much money. The committee, after investigation, decided to accept the lot.¹⁶ This property on Saint Paul Street adjoined the land on which the building of the First Methodist Episcopal Church was in process of construction. This church was the

lineal descendant of the original organization formed in Lovely Lane Chapel, and the Reverend John F. Goucher was its pastor. Its new building, designed by Stanford White on the general model of San Vitale in Ravenna, was in the Etruscan style of architecture.¹⁷ When the committee accepted the gift of the adjoining land, it was probable that they had in mind the erection of the main building of the College in architectural harmony with First Church, and this plan was carried out. The land was then in the suburbs of the city. In fact, when First Church was built in 1884, a friend of Mr. Goucher said, "Why do you erect a cathedral in a cornfield?"

WOMEN'S EDUCATIONAL ASSOCIATION

This gift of land was a signal to the women of the Methodist Episcopal Church to become active. In about two weeks after the land was given, Mrs. Francis A. Crook invited some friends to consider the formation of an association of the women of the Conference to aid in the founding of a seminary. At that small meeting they planned to have a larger meeting in the old First Church (Fayette and Charles Streets) Tuesday, January 22, 1884. It is surprising that, on a week-day and in the morning, they brought together over a thousand people. The Reverend John F. Goucher presided and made a brief address, followed by longer addresses by Bishops Simpson and Andrews, who were astonished at the size and enthusiasm of the audience.

Bishop Andrews made this significant statement in his address: "I would not give a fig for a weakling little thing of a seminary. We want such a school, so ample in its provisions, of such dignity in its buildings, so fully provided with the best apparatus, that it shall draw to itself the eyes of the community and that young people shall feel it an honor to be enrolled among its students." Who first used the word "college" in this connection is not known, but it appears in the supplement to the *Baltimore Methodist* of March 1, 1884,

written entirely by women, which had an article on "Baltimore City as an Advantageous Location for a Female College."

At the mass-meeting in the old First Church in January, resolutions written by the women were adopted, one of which was "That our earnest thanks are due and are hereby tendered to the Rev. John F. Goucher for the generous offer he has made towards this object and that we hereby pledge to the Conference our heartiest cooperation in rendering it effective, and undertake to secure for this purpose during the year 1884 an average centennial offering of five dollars per female member."¹⁸

A similar meeting, in behalf not of the seminary specifically but of Methodist education in general, was held in Washington about the same time in McKendree Church, which was crowded. Notice was given of a meeting to be held the next morning (January 30) at Foundry Church, Washington, to consider the subject of starting a seminary. At the meeting at Foundry Church, the Reverend John F. Goucher made an address and was followed by Bishop Simpson. At the close of the meeting, "a woman of humble means (Mrs. Mary Bangs)" advanced to the altar and said to Miss Isabel Hart, "For years I have been hoping and praying for some such movement as this." She then placed in Miss Hart's hand a five dollar gold piece as her offering. This was the first cash received for what became The Woman's College of Baltimore.¹⁹

The women of the Baltimore Conference formed an organization in January 1884. In that Victorian age women were rarely called "women," usually "females" or "ladies." But the year 1884 marks the beginning of a change in this respect on the part of a few women in Baltimore, as is indicated by the fact that the organization was first called "The Female Education Aid Association" and a few weeks later "The Women's Educational Association." It was organized with Mrs. Francis A. Crook as president, Miss Isabel Hart as corresponding secretary, and Mrs. P. Hanson Hiss as treasurer. Its

chief function was informational and inspirational. The size of the mass-meetings of 1884 and 1885 was partly due to the women. They collected money from the women and children of the Conference, necessarily a small amount, \$7,295 by February 1885.²⁰ They held meetings regularly, most of which were addressed by both Mr. Goucher and Dr. Van Meter, who seemed to vie with each other and with the women in zeal for the cause. At one of the earliest meetings in February 1884, the exact date of which is not given in the minutes, it is stated that "Revs. J. B. Van Meter and J. F. Goucher reported a meeting held at Cumberland as very encouraging." At this meeting of the Association Miss Isabel Hart moved that a committee be appointed to memorialize the approaching session of the Baltimore Conference in March with reference to the founding of the new institution.²¹ This was done, and the document was read to the Conference by Dr. Van Meter.

Dr. Van Meter said in an editorial in the *Baltimore Methodist* of February 8, 1884: "We shall issue during centennial year such supplements to our regular columns as the interests of this great enterprise demand. We feel that it deserves the enthusiastic cooperation and generous support of every minister of our conference and every member of the Methodist Episcopal Church within its bounds. . . . Forthcoming supplements will be devoted to the statement of facts, the answering of objections, the urging of appeals in reference to the seminary project. They will also contain information about the working of the WOMEN'S EDUCATIONAL ASSOCIATION, and treat of everything of interest and importance connected with the enterprise." Many copies of the paper were given to the ministers of the Conference to distribute where they would be of most use. The Women's Educational Association wrote and published at its own expense the supplement to the *Baltimore Methodist* of March 1, 1884. One article gives high praise to

Dickinson College, but, in another, there is a vigorous protest against inequality, expressed in these words printed in large type:

“ONE HUNDRED AND FIFTY THOUSAND DOLLARS HELD BY THE EDUCATION BOARD OF THE BALTIMORE CONFERENCE FOR BENEFIT OF ITS SONS AND NOT ONE CENT FOR ITS DAUGHTERS. IS THAT FAIR? IS THAT WISE? NOT THAT WE LOVE OUR SONS LESS OR OUR DAUGHTERS MORE, BUT LET US GIVE THEM EQUAL ADVANTAGES IN THE BUSINESS OF LIFE.”

DECISION OF MARCH 8, 1884

Having secured a site for the main building of the proposed institution and having carried on a preliminary campaign for enlightenment, the committee was now ready for the crisis confronting it. In McKendree Church, Washington, at the one hundredth session of the Baltimore Conference (1884), there was a great debate, lasting for parts of three days, which determined whether the proposed institution should be a seminary or a college. On Friday, March 7, Dr. Van Meter read the report of the committee and addressed the Conference on the first recommendation it contained, which, in brief, was “That the Conference make the foundation and endowment of a FEMALE COLLEGE the single object of its organized effort.” There was some objection to a college for women. There was also objection to the word “single” on the part of friends of other educational institutions. On Saturday, March 8, when the debate was resumed, Dr. Van Meter with the approval of the committee asked permission to substitute the word “special” for “single” and to omit the word “organized,” which was allowed. These and other changes diminished the opposition.²² Two other important recommendations were as follows:

That the Bishop be requested to appoint a committee of twelve preachers and twelve laymen, who shall be authorized to take such steps towards the

accomplishment of this project as may be from time to time demanded, provided that they do not create or assume any financial obligations for the Conference.

That if during the year the Committee so appointed shall deem it expedient, they may associate with themselves, as *ex-officio* chairman, the Bishop of the M. E. Church residing within the Conference bounds, and proceed to incorporate themselves as a Board of Trustees. . . .²³

The concise minutes do not record the discussion which followed, and the surviving members of this session of the Conference who have been interviewed give few details. The Conference voted on the first recommendation on Saturday, March 8, 1884, and passed it without a dissenting voice. On the following Monday the other recommendations were adopted and also the report as a whole. The individual members of the Conference added to this creditable record by subscribing nearly \$12,000, which was later raised to \$20,000. The Conference also passed resolutions expressing their "high appreciation of Mr. Goucher's generous proposition" and stating that, in their opinion, "the project is feasible and ought to be undertaken as the chief object of centennial effort."²⁴ The committee of twenty-four, to be enlarged later to twenty-five by inclusion of the resident bishop, was as follows: Clerical—J. F. Goucher, L. F. Morgan, J. B. Van Meter, J. H. Dashiell, J. A. McCauley, A. M. Courtenay, C. W. Baldwin, J. J. G. Webster, R. W. Black, A. H. Ames, D. H. Carroll, C. H. Richardson; Lay—G. H. Hunt, F. A. Crook, B. F. Parlett, W. J. Hooper, S. Baldwin, N. M. Smith, B. H. Stinemetz, S. S. Henkle, Owen Hitchens, George S. Grape, Charles E. Hill, H. S. Hiss.²⁵

The history of the College up to this point could be condensed into a sentence: A committee was appointed which recommended the appointment of a second committee, which in turn secured a site for the main building of the College, obtained the cooperation of the women, and then recommended the appointment of a third committee with the power to incorporate and to start a college when they deemed it expedient. The third

committee of twenty-four organized on March 28, 1884, by electing Francis A. Crook president, John F. Goucher and S. S. Henkle vice presidents, German H. Hunt treasurer, and J. B. Van Meter secretary. The minutes, written in the concise style which characterized Dr. Van Meter, state further that "A Committee on Ways and Means was constituted: Messrs. Van Meter, Ames, Baldwin, Courtenay. A Committee on Charter was formed: Messrs. Goucher, Hill, Richardson." Also, "The Committee on Ways and Means was directed to co-operate with the Women's Educational Association."²⁶

One result of this cooperation was a "grand demonstration" in the Academy of Music on the night of May 12, 1884, planned by the women. The building was crowded and over a thousand people were turned away from the doors. The meeting was addressed by Bishop Warren, General Fisk, and Chaplain McCabe, the last being a specialist in raising money. The earnestness of the women who were working for the founding of the College is vividly revealed by their account of what followed.

Ten thousand dollar subscriptions were asked for to begin with. Some of us held our breath and hoped. Oh! if *some* of those rich men would only come down with \$10,000 apiece how the wheels of our enterprise would spin along the road to success! But we waited in vain. Silence! Silence! Silence!—everywhere Silence!

"Will anyone give five thousand dollars?" the Chaplain asked. Yes! thank God! Francis A. Crook—\$5,000. The audience broke into appreciative applause. Wm. J. Hooper—\$5,000. Again applause. Did not some one else want to merit that applause? John F. Goucher—\$5,000. Applause once more and never better merited.

We confess to a feeling of vexation at that last subscription. We think Mr. Goucher has done his part towards the founding of this College. He may not thank us for saying what we do about it. He knows nothing more about the contents of this supplement than does any other of its readers, and he has no control over what goes into it, or this allusion would be stricken out by him. His subscriptions had already run up to \$30,000. It ought to be remembered, too, that this is only one of many objects of his beneficence to all of which he has given and is giving largely. When it is remembered

how wealthy men usually employ their means, his wide and carefully considered liberality deserves the admiration of his brethren, ministerial and lay. It deserves more. It deserves the *emulation* of those who, like himself, are able to do great things for the church. Is there no one to follow his example and by LARGE GIFTS added to his promote this great interest? We cannot believe that there is not one. We wait in confidence that some one will step up and match Mr. Goucher's gift with another of the same value.

Many small subscriptions were given, ranging all the way from one thousand dollars to five. We know some of the subscribers of smaller amounts. We know that it is going to be no easy task for them to make their payments. They will have to deny themselves some pleasures and some comforts that they would otherwise be able to enjoy. Thank God for these subscriptions and these subscribers! They count on the heavenward side of giving!

It was announced that thirty-two thousand dollars had been subscribed at this meeting. This was no mean evening's work. . . .²⁷

Some members of the Women's Educational Association collected money by going from door to door; the children of the Sunday Schools gave \$9,300, and received for each dollar contributed a medal celebrating the centennial.

The following paragraphs show the existence of "college spirit" before the first of the college buildings was erected. They are from an "Address of the Women's Educational Association," October 4, 1884.

In the month of September there met in Philadelphia an association composed of the alumnae of all the higher colleges opened to females throughout the country. New England sent her representatives from our Boston University and Wesleyan, from her Institute of Technology and Smith and Wellesley—the Empire State was there with her Cornell and Syracuse and Vassar graduates and the great growing West in those from Oberlin and Michigan and Wisconsin and Northwestern, and brave young Kansas—but not one from the south of Mason and Dixon's line—all the great expanse between here and the Gulf without a representative or a college to be represented. Naturally, geographically, is not Maryland the State soon to lead off in this movement and is not Methodism the organization that by its numbers, its influence, its vitality, its spirit of adaptation to times and circumstances, shall assume the lead? Has she not a responsibility for this with her membership of 40,000 and her constituency of 200,000?

May she not crown herself with honor and gird herself with power by thus availing herself of the situation and seizing the opportunity, and supplying the need? It is the grand chance of any church wise enough to see and noble enough to do it, to obtain the controlling power over the controlling element of our modern civilization—its women. Shall we prove worthy of our opportunity? Just such a high grade college seems to be the chief thing lacking to make Baltimore a great educational centre. Our Johns Hopkins has attracted to our city general attention from educationalists or those seeking to become such; our Peabody Library is unsurpassed in works of special value for reference and research; our Pratt Library will supply the popular want; our Conservatory of Music and Lecture Course in connection with the Peabody will furnish the highest order of instruction for the smallest amount of money. The missing link, the one thing needful is the Woman's College that shall stand in living, practical relation to all these—the college whose advantages scores and hundreds of our own women crave with an avidity as for the bread of life. A teacher in the Eastern Female High School stated that every year a score of young women graduate thence who wanted and were worthy of this advanced culture, while by actual count this year twenty-two graduates in the Washington High School expressed their desire and readiness at once to enter such an institution. Probably an examination of other schools would show a similar percentage of earnest, aspiring, noble young women, bound to make their mark in the world, but that would make it deeper, higher, stronger and purer if we give them the rich, full, thoroughly Christian culture proposed. Let us but mould them and they will mould the community.

The Committee on Ways and Means planned a series of meetings, the first of which was held at Madison Avenue Church, Baltimore, on Tuesday night, October 14, and was addressed by Dr. Tiffany of New York and Dr. Van Meter. The second meeting was held at South Baltimore Church on November 7, and the first speaker was Mrs. Winchell of Minneapolis. The Reverend A. M. Courtenay "followed with a forcible address demonstrating the need for the institution contemplated."²⁸ He was one of its earliest and strongest champions. Other meetings were also held and a circular letter was sent to every preacher in the Conference calling attention to the fact that October had been specified as the suitable month for centennial services and collections. The letter, apparently written by Dr. Van Meter, was a clarion

call to action. It said: "The success of this undertaking depends upon the preachers of the Conference. They are the instructors and leaders of their people. Their power to mold the sympathies and direct the beneficence of their congregations is all but limitless. A hundred years are looking down upon you expecting some deed worthy of the occasion. The centuries to come are looking up to you and asking at your hand suitable equipment for their work. By your own gifts you have done what you could in that direction. Will you do all that is possible to be done in inducing your people to follow your example?"

INCORPORATION

By January 1885, nearly \$140,000 had been subscribed and the committee of twenty-four resolved on January 15 that it was expedient to incorporate. The absent members of the committee were notified that a charter had been agreed upon, drawn up by Charles E. Hill, and that it was awaiting their signatures. In accordance with the instructions of the Conference, the committee had associated with it Bishop Edward G. Andrews, who presided at the meeting and was one of the twelve trustees who were elected, this being the largest number allowed by the laws of the state. These are the names of the first trustees, as given in the charter: Edward G. Andrews, John F. Goucher, Lyttleton F. Morgan, Francis A. Crook, John B. Van Meter, David H. Carroll, Henry S. Hiss, William J. Hooper, Robert W. Black, German H. Hunt, Saul S. Henkle and George S. Grape.

The Woman's College of Baltimore City came into legal existence on January 26, 1885, when its charter was obtained. The charter was filed for record on February 3. In 1890, by an amendment to the charter, the word "City" was dropped from its name.

The most important clause of the charter states that the corporation is "for the purpose of creating and maintaining a

College for the higher education of women; that new and additional members of said corporation may be elected in such manner as may be prescribed by the by-laws hereafter adopted by said corporation; provided, however, that such election shall be submitted to the Baltimore Annual Conference of the Methodist Episcopal Church for approval or rejection; and provided further that the total membership of said corporation shall not at any one time exceed the number of twenty-five." The text of the charter will be found in the "Appendix."

The first meeting of the "Corporators" was held on February 5, 1885. Mr. Francis A. Crook was called to the chair and Dr. John B. Van Meter was made secretary. "Mr. Goucher, from the committee on the charter, presented a report saying that the charter had been signed by all but five members of the Conference committee" and incorporation had taken place. Five new members were elected to fill the vacancies, making twenty-five men in all, who were usually called "Corporators," but sometimes "Incorporators." The new members were the Reverend J. A. McCauley, Alexander Shaw, A. R. Cathcart, Henry M. Wilson, and the Reverend Luther T. Widerman. Those who were not trustees seemed to exercise all the privileges of the twelve trustees, and three of them were on the first Executive Committee, which was composed of John F. Goucher, George S. Grape, J. H. Dashiell, J. B. Van Meter, Charles E. Hill, S. S. Henkle, and A. M. Courtenay. The first officers of the Board of Corporators were as follows: president, Bishop Andrews; vice president, William J. Hooper; secretary, the Reverend C. H. Richardson; treasurer, German H. Hunt. At this same meeting Mr. Goucher, representing the committee on the charter, suggested some by-laws, which were amended and then adopted. One of these provided that "the Bishop of the M. E. Church, who may be a member of the Corporation, shall be *ex-officio* President." The duties of all the officers are named, and it is stated that new members of the corporation may be elected at any regular meeting or at any special meeting called therefor and must be elected by

ballot. At this meeting a committee on investments was appointed: F. A. Crook, D. H. Carroll, German H. Hunt.

About a month after securing the charter, on the evening of the first day of the Annual Conference, March 5, 1885, a rally was held at Eutaw Street Methodist Church, Baltimore. Bishop Foster presided and introduced Dr. James M. Buckley, the talented editor of *The Christian Advocate* (New York), who made the main address. He was followed by the Reverend John F. Goucher, who stated that \$140,000 had been subscribed conditionally for the proposed college and that \$60,000 more was needed. He said that the original contribution of \$25,000 had been increased by the donor to \$50,000. Mr. Henry Shirk, who had subscribed \$40,000, then increased his subscription to \$50,000. Mr. Francis A. Crook and Mr. William J. Hooper increased their subscriptions from \$5,000 to \$10,000 each. Smaller subscriptions, many of them pledges by pastors for their churches, amounted to \$5,000. Mr. Goucher increased his amount to \$70,000. The Reverend D. H. Carroll subscribed \$5,000. Other subscriptions raised the amount to over \$200,000; there was a general burst of applause "and the doxology was sung with a will."²⁹

RELATION OF JOHN F. GOUCHER AND JOHN B. VAN METER TO THE FOUNDING

Two resolutions were adopted by the Baltimore Conference on March 12, 1885, commending two men:

Resolved, That the Baltimore Annual Conference hereby expresses its high appreciation of the munificent donation of the Rev. John F. Goucher to the Woman's College of Baltimore City, ensuring its successful foundation, and making memorable the centennial year of Methodism, and suggests to the trustees of the College the propriety of recognizing this great liberality in the name of the institution.

Resolved, That we hereby express our very high appreciation of the valuable work of the Rev. J. B. Van Meter on behalf of the Woman's College enterprise, and testify our opinion that its success is due in good degree to his self-sacrificing, unremitting, and judicious labors.³⁰

Not only did the Conference recognize the value of the services of these two men, but each recognized that the services of the other were necessary for the success of the enterprise. Dr. Goucher once said to Dr. Van Meter: "If it had not been for you, there would not have been any Woman's College."³¹ Dr. Van Meter once said to one of the authors of this history, in reply to an inquiry, "I could not have succeeded without Dr. Goucher and he could not have succeeded without me. We worked together."

The Conference committee of twenty-five reported to the Conference that incorporation had taken place and that pledges for \$200,000 had been secured. Their recommendation was adopted that the thanks of the Conference should be tendered "to all who by gifts or work aided in the promotion of this enterprise"; also "that the thanks of the Baltimore Conference are especially tendered to the Women's Educational Association for its devoted and efficient assistance, and that we suggest to this Association the propriety of prolonging its existence and continuing its labors on behalf of the College, as future circumstances may permit."³²

The report of the committee on the Woman's College was adopted on March 12, 1885. It began with these words: "The Conference at its session last year appointed a committee of twelve laymen and twelve preachers, and authorized it to take such steps towards founding and endowing a Woman's College as might be, from time to time, demanded." An account of what had been done follows, and then this statement: "Your committee is therefore enabled to congratulate you on the successful issue of the enterprise adopted by you as the chief object of your Centennial effort."³³

As to the exact date of the founding of the College, there is a choice of three—all in the year 1885: January 26, when the charter was obtained and the College came into legal existence; March 5, when the required funds were obtained; March 12, when the committee of the Conference charged with

the task of founding it, after reporting back to the Conference that their work of securing the charter and the necessary funds was completed, was dismissed. Dr. Goucher preferred the second date; Dr. Van Meter, the third.

FIVE INDISPENSABLE ELEMENTS

The facts in regard to the founding of the College, may be summarized by saying that there were five indispensable elements involved in that process: the services of two men who were outstanding, John F. Goucher and John B. Van Meter; the services of other members of the Conference committee and of other men and women, particularly (according to the Conference) "the devotion and efficiency" of the Women's Educational Association; the liberal and well-timed donations of Mr. and Mrs. Goucher, who showed their faith by their deeds and inspired others to follow their example; the large aggregate donations of many other men and women; and, finally, the most indispensable element of all, the committee of the Baltimore Conference of the Methodist Episcopal Church, which coordinated these services and donations for the purpose of establishing a memorial of the centennial of American Methodism. It was the Baltimore Annual Conference which founded the College by means of the committee appointed for that purpose.

While the Conference founded the College, it is well to remember the merits of the two most prominent agents of the Conference, Dr. Van Meter and Dr. Goucher—how bravely they undertook their difficult task, how they worked together for two long years without a single blunder to mar their record, how wisely they secured the cooperation of enthusiastic and energetic women, how they either made generous donations or successfully persuaded others to give, how judiciously and tactfully they disarmed opposition in the prolonged and animated debate on the floor of the Conference, and how great was their victory in securing unanimous agreement to found a

college instead of a seminary. On account of their pioneering courage, unwavering faith, wisdom, zealous activity, and skillful leadership, these two men deserved and received the hearty loyalty of the trustees, faculty, and alumnae.

At a meeting of the Corporators on May 1, 1885, "J. B. Van Meter nominated J. F. Goucher for president; the nomination was earnestly and positively declined." The subject of the election of a president was then referred to the Executive Committee with instructions to report to the Corporators.³⁴



PRESIDENT WILLIAM HERSEY HOPKINS

Chapter II

THE ADMINISTRATION OF PRESIDENT WILLIAM HERSEY HOPKINS

1886-1890

Biographical sketch of Dr. Hopkins—Laying of the cornerstone of Goucher Hall—Dr. and Mrs. Goucher donate the first building—Prospectus of 1888—Academic merits and defects—The first faculty—The first students—Inauguration Day—The Women's Educational Association—Physical Training—College Day, 1889—The opening of Bennett Hall—Financial difficulties—Resignation of President Hopkins—His principal achievements.

BIOGRAPHICAL SKETCH

WILLIAM HERSEY HOPKINS, Ph.D., acting president of St. John's College in Annapolis, was unanimously chosen president of the Woman's College of Baltimore City at a meeting of the Corporators on June 29, 1886. After some consideration, he accepted the difficult task of starting a new college for women under disadvantageous circumstances. The first two years of his administration (1886-1888) were spent in planning and preparation, and the last two in conducting the affairs of the College after its opening in 1888. The training he had received as a preparation for his task is nowhere better described than in an article in the *Goucher Alumnae Quarterly* for May 1931, written by his granddaughter, Elizabeth Billingslea Peebles, who was a student at Goucher College during the years 1922-24. Mrs. Peebles obtained many of the facts in her article from her mother, Elsie Hopkins Billingslea, who was Dr. Hopkins' only daughter and who was graduated from the Woman's College in 1896. The following are extracts from Mrs. Peebles' account:

Dr. Hopkins was born in Greensborough, Maryland, December 20, 1841. His father, James Hopkins, was a descendant of a Puritan family that settled on the Eastern Shore of Maryland before the Revolution. His mother, Elizabeth Clarke Lyden, was the daughter of a mariner who was lost while she was in her infancy. The boy's inheritance, therefore, fitted him for a life that held duty and loyalty uppermost and gave him a nature compounded of austerity and gentleness that made him many friends but also removed him from the interests of the average group of human beings. Even as a child he played games that called upon his mental resources and spent long hours reading when other children of his age were playing.

In 1852, the family moved to Annapolis, where in his eleventh year he entered the preparatory school of St. John's College, which was at that time known as King William's School. At once the boy's scholarly tastes became apparent and in three years he was advanced to the collegiate department. He carried the regular classical course which established his love for the Greek and Latin languages and his appreciation for their literature. Throughout his college career he held a leading place in his classes. In his junior year he received a gold medal as first prize man. He took first senior prize for excellence in general scholarship and was valedictorian of his class. These honors represented a great deal of work and genuine effort on his part, for in spite of his desire for knowledge he was not a brilliant man. He used to say that of himself, not with modesty so much as with sincerity. Immediately upon his graduation in 1859 he was offered and accepted a position as instructor in the preparatory school. He entered into this position with some feeling of diffidence for he was a very young man, a boy really, not much older than some of those he was to teach. He soon became an excellent disciplinarian. Shortly after his appointment the Civil War temporarily closed the College and Mr. Hopkins became the private teacher and then principal of Anne Arundel County Academy. He held this position until 1866 when his Alma Mater was reorganized as St. John's College.

He returned there as an instructor but was at once given the title of Professor of Greek and German. Later in his life he was known mostly as a scholar of Greek and Latin, but his enthusiasm for German was equally as great and he understood and appreciated the tremendous German influence in literature and science. When he traveled in Germany and Switzerland it was said of him that he spoke German like a native son.

In 1881, Professor Hopkins became the Vice President of the College under President Leavitt. In 1884 upon the resignation of President Leavitt he was elected to the position of Acting President. And now, while still a young man, he had a great responsibility upon his shoulders, as St. John's had never been a wealthy school. It had a fine tradition of scholarship and a reputation justly merited for the high moral integrity of its faculty

and administration, but there was no financial security. The state had gradually withdrawn all support not specifically called for in the constitution. At the time of Mr. Hopkins' presidency matters were at their lowest ebb, and the new President had the disheartening sight of an ever decreasing number of students. During these two years he conducted a policy that gradually built up public confidence in the College. Economy was rigidly practiced, discipline upheld, and at the same time President Hopkins never lost sight of his high standard of scholarship, a difficult one to maintain at a time when a college might easily have relaxed its intellectual aims in order to enlarge a much needed enrollment. One measure that was adopted to increase both funds and the student body was the establishment of a military department, a measure which has been of great value to the College both then and in later years.

These years of financial worry and strain were carried through successfully at the expense of the President's health. He was, as his friends and family recognized, fundamentally a teacher, but his sense of duty and loyalty made him throw himself into executive work with all his strength and mind. And although he was usually in good health he had never been very robust. He fell ill and as he was recovering from the weakening effects of this illness an important decision was put before him. He was asked to become the organizer and president of a new college to be known as the Woman's College of Baltimore, an institution to be established under the auspices of the Methodist Episcopal Church.

For many reasons he hesitated. His work and his loyalty had long been with St. John's. Then, too, in the year 1870 he had married an Annapolis girl, Eliza Brook Brady. Her friends and relatives were Annapolis people and their three children, a daughter and two sons, were already growing up in the little town in the very shadow of the halls of St. John's College. Here, he was surrounded by warm and understanding friends. One of these friends successfully organized the plan that caused Dickinson College in Pennsylvania to confer the degree of Doctor of Philosophy upon him. . . .

Thus his warmest feelings were involved in his desire to stay where he was and where he had the unique distinction of being the only student in the entire history of St. John's College to have been graduated from its halls and to have been called to fill, in turn, offices of every grade of instruction and administration from tutor to president in the service of his Alma Mater. His friends, however, finally persuaded him to accept this new offer in which they saw a larger field for his many abilities. . . .

As a tribute to him I shall quote from a letter written by one of his lifelong companions, and treasured by my mother as one of her most valued possessions: "If I should speak of Professor Hopkins as I really feel my words would seem extravagant to those who do not know him. He is a

scholar, a Christian, and a gentleman in the highest sense of the word. His modesty is such that I do not think it would be possible for him to pretend to what he does not thoroughly know. He is so truly honorable and honest that whatever he undertakes he does profoundly and thoroughly. He is a thinker and a worker, too. He has wide and varied knowledge. In whatever he has made his study he is accurate, thorough and reliable.

"His moral character is fully the equal of his intellectual ability and the impression he has made on the Church, on the community in which he has lived and on his students has been of the most permanent and elevating character."

It was the desire of the Executive Committee that, since Dr. Hopkins was already familiar with educational systems in this country, he should spend some time in Europe studying the latest methods. He gladly carried out this plan while the first building of the College was being erected, visiting educational institutions in England and on the Continent and securing a promise of the services of some of the best instructors who ever taught in the College. He was in Europe a little more than a year, from October 1886 to November 1887.

GOUCHER HALL

In the mean time the foundations of the first building had been laid and a thousand people gathered in the First Methodist Episcopal Church to attend the exercises preliminary to laying its cornerstone on October 5, 1886. Bishop Andrews presided and introduced Charles J. Little, professor of history at Syracuse University, who made the main address. Dr. Goucher, the chairman of the Executive Committee and also of the Building Committee, laid the cornerstone. In the box were placed a copy of the Bible, the charter of the College, a list of the subscribers to the enterprise, the register of Johns Hopkins University, educational reports from Baltimore City and the state of Maryland, copies of the Baltimore papers, copies of *The Christian Advocate* and *Baltimore Methodist*, and a directory of public school teachers of Baltimore.¹

Funds, however, were lacking for the completion of the

structure, and the next important event was a conditional gift by Dr. and Mrs. Goucher for this main building. The offer was made by Dr. Goucher at a meeting of the Board of Corporators on October 27, 1887, and was accepted with thanks by a standing vote. On January 5, 1886, the Board had resolved that the sum of \$100,000 of the paid-in subscriptions be preserved as the nucleus of an endowment fund. The treasurer's report made at the meeting on October 27, 1887, showed that only about \$148,000 of the subscriptions had been paid at that time, much of it in the form of building lots. Consequently there was not enough money to erect a suitable building without using part of the endowment fund. The offer of Dr. Goucher stated that a lot of ground and \$45,000 in cash had already been given to the Trustees, that the \$45,000 was to be used toward the erection of a building, and that the money would be advanced to pay for all material and labor needed for its completion, not including the furnishing. This was to be done on condition that the Corporators should have funds amounting to \$100,000 by January 1, 1890.

The Corporators afterward named the main building "Goucher Hall." It was erected one hundred feet back from the street so as to leave room for a "campus."² The completion of the building was delayed by labor strikes, but it was almost ready for use when the College opened in the fall of 1888. Dr. Frank G. Porter, who wrote a memoir of Dr. Goucher for the Baltimore Conference, furnishes additional information on the motives back of this great and much-needed donation. Dr. and Mrs. Goucher "gave as a memorial of a daughter, Eleanor, lost by death, Goucher Hall, built in the shape of the letter E, which stands for Eleanor."³ It is a three story Romanesque structure erected at a cost of \$130,000.⁴

In order to raise the amount necessary to secure the title to the main building—about \$32,000—Dr. Lyttleton F. Morgan, an influential minister who was also a corporator, volunteered to become the financial agent of the College and was

appointed by the Bishop. Without any personal reward or the cost of one dollar to the College, he raised about \$40,000 by January 1, 1890, and soon afterward the legal papers were signed by which the property was turned over to the College.⁵ This is the greatest single donation made by Dr. and Mrs. Goucher to the College. Their gifts were at one time nearly half of the total, and would have grown to more than half if it had not been for new and large donations from other members of the Conference in 1888, 1889, and 1890. Moreover, Dr. and Mrs. Goucher frequently made up financial deficits during the first twenty-five years and were the outstanding individual benefactors of the College through all the early years.

PROSPECTUS OF 1888

The Executive Committee, in collaboration with President Hopkins, determined to set and maintain high standards for admission and graduation. As far back as 1886 a subcommittee consisting of John F. Goucher, George S. Grape, and John B. Van Meter had been appointed to draw up a schedule of studies.⁶ In 1888 a prospectus, which was written by President Hopkins and approved by the Executive Committee, was published in order to give information to possible students. The standards were intended to be practically the same as those maintained at the Johns Hopkins University, with its famous "group system." Students at the College could choose one of four courses: classical, modern language, natural science, or mathematical, with variations, such as Latin-scientific or Latin-English. There were also courses in art (drawing and painting), music, and elocution, but students who specialized in these were expected to take more than four years for the degree. It was stated in the prospectus that the curriculum would not be limited to any definite period, "nor will the old class system, with its traditional names and its fixed date for graduation, be adhered to in this college."⁷

MERITS AND DEFECTS OF THE NEW COLLEGE

From the purely academic point of view, there were at least four merits and four defects which characterized the new college. One of its merits, a high standard for admission and graduation, has been mentioned. Another was a strong faculty, described by one of its members, Dr. Hans Froelicher, as "the most earnest, ambitious and idealistic group of pioneers a new enterprise ever had."⁸ A third merit of the College was the earnestness and diligence of the students, shown by the fact that many of them took more than the sixty year-hours required for graduation, and many did additional work in connection with the various departmental clubs.⁹ A fourth merit was the comradeship between students and faculty which has always been a marked characteristic of the College.

On the other hand, it was one of the defects of the new college that it was partly a preparatory school. The same thing was true of Vassar and some other pioneer colleges for women when they first opened, because a heterogeneous group of students, almost incapable of classification, presented themselves for admission, many of whom were subfreshmen in one or more studies. Dr. Raymond, the first president of Vassar, said, "It was not until the close of its third year that the Institution fully attained a collegiate character."¹⁰ A step toward the goal was taken by the Board of Corporators of the Woman's College of Baltimore, when, at the close of the second year, they provided for the segregation of subcollegiate students, who were transferred to the second floor of Goucher Hall.¹¹

Another defect of the new college was the lack of differentiation of departments. There was an associate professor of natural science who had charge of physics, chemistry, and biology. Again, one professor, Dr. Van Meter, taught psychology, philosophy, logic, and Biblical literature, and, at the beginning, was acting professor of history. All such conditions were eventually eliminated.

The fact that at the beginning the College offered courses in elocution, music, and art was regarded by some as a defect. Such courses were not given in men's colleges, and, since women's colleges felt compelled to prove that women could do exactly the same work as men, these courses were gradually abolished. Times have changed and the brains of women are no longer under suspicion and Goucher now recognizes that art and music are essential in a well-rounded education.

The objections to art and music in the early years of the College were connected with the fourth academic defect—the large proportion of special students who took only one or two courses and who were often incapable of taking the entrance examinations. In 1888–89 these specials formed 43 percent of all students, and they had specialized chiefly in art, music, and elocution.¹² Eventually the College refused to have any special students. But that caused the pendulum to swing too far in the direction of exclusiveness, for it has been proved that colleges and universities can perform a valuable service to the general public by admitting carefully selected special students and yet not lower their standards. The faculty of Goucher College has altered its policy and decided to admit as special students persons accepted by the committee on admissions.

FIRST FACULTY

The first faculty consisted of eight members, with a ninth who came later in the first year. At the head of the list, as given in the minutes of the Faculty, was John B. Van Meter, A.M., D.D. He had been nominated by President Hopkins to the Executive Committee, which approved the nomination "with heartiness and unanimity," and the appointment was made by the Board of Corporators on April 4, 1888. He was the first person of full professorial rank to be appointed. He had the chair of ethics, psychology, and logic. Frank R. Butler, A.B., S.T.B., a graduate of Boston University, both in the College of Liberal Arts and the School of Theology, and

a student at the Universities of Göttingen, Berlin, and Strassburg, was professor of the English language and literature. A. Sager Hall, Ph.D., who took his bachelor's and doctor's degrees at the University of Michigan and who had been professor of natural science at St. John's College, Maryland, was associate professor of natural science in the Woman's College. Miss Alice Goddard, associate professor of Latin and Greek, took her A.B. and A.M. degrees at Cornell University and had studied at Newnham College, Cambridge, England, and at the University of Zürich. W. C. L. Gorton, A.B., Johns Hopkins University, was associate professor of mathematics and astronomy. He was the first member of the faculty whose nomination was confirmed by the Corporators (Feb. 17, 1888). He took his Ph.D. degree at the Johns Hopkins University in 1889. Hans Froelicher, Ph.D. University of Zürich, was associate professor of the French language and literature. Mrs. Frances Mitchell Froelicher, Ph.D. University of Zürich, was associate professor of the German language and literature. Miss Martha D. Woodward was instructor in drawing and painting. Miss Edith V. Hedges, who was appointed several months later than the others, was instructor in elocution. Mrs. M. H. Billingslea, a sister of Dr. Hopkins, was registrar. The registrar at that time was not counted as a member of the faculty. The chair of physical training and hygiene and the chair of history were not filled at the beginning.

The chief task which confronted the new faculty is described by Dr. Hans Froelicher:

There were many difficulties to overcome, but fortunately the elements in the faculty were, on the whole, homogeneous. For the most part we were young and just starting upon our life's career; some were in the prime of life; none had settled into ruts and set ways. We were open to new views and tolerant of each other's views. We met to discuss informally college ideals, college curricula, and college methods. Individual views, widely divergent at times, were expressed and discussed with great freedom. There was a truly vital interest in the welfare of the College and a strong feeling of solidarity among the faculty.

The result of it all was a sane curriculum, which contemplated the most careful attention to the scope of work properly belonging to the college grade, guarding rigidly the entrances to it and the exits from it and excluding once for all any pretensions to sham postgraduate courses, such as figured rather conspicuously in some college catalogues at the time. The administration granted to the various departments that precious freedom of determining upon their own several courses within the general scheme which is hardly equalled in any other institution. Hence each department was ambitious to bring its work to the highest point of efficiency.¹³

During the whole half-century of its life the College has taken just pride in the character of its faculty, in their academic preparation, their zeal for research, their teaching ability, and their whole-hearted personal devotion to the students under them. It was through the care with which the first faculty was chosen that these qualities have become traditional ever since.

FIRST STUDENTS

The College was opened for the registration of students on Thursday, September 13, and for assignment to classes on Monday, September 17, 1888. The students numbered about 50 during the first week and 130 before Christmas.¹⁴ Later it was found that only ten of those who entered in this first year were of freshman grade. Five of these constituted the first graduating class in 1892. The tuition charge for the year was only \$100, but it must be remembered that the purchasing power of money was greater then than now. There was no residence hall, and it was not intended to have any, as it was believed that private homes and boarding houses in Baltimore afforded ample facilities for housing the students. The demand of parents, however, for residence for their daughters under the protection of the College became so great during the first year that a residence hall was planned.¹⁵ Dr. Goucher reported to the Executive Committee on April 29, 1889, that "the sub-committee had purchased from Mr. James E. Hooper the lot at the north-west corner of Calvert and 4th Streets¹⁶ for

the dormitory building at a cost of \$4,000. Mr. Hooper generously donated \$1,000 to the College, making the amount actually paid \$3,000. The chairman also stated that the excavation for the building had already commenced."¹⁷ It was occupied after the Christmas vacation of the second academic year.

INAUGURATION DAY

Since no formal exercises had been held when the College was opened, September 13, 1888, it was deemed appropriate to signalize the advent of the new institution by a public ceremony. November 13 was chosen as "Inauguration Day." On the evening of that date, in the First Methodist Episcopal Church, Daniel C. Gilman, the first president of the Johns Hopkins University, which had been playing the part of a considerate and helpful elder brother to the Woman's College, was the first speaker for this occasion. The second speaker was Bishop Warren of the Methodist Episcopal Church. Both speakers dealt with different phases of the same topic—the nature of genuine culture.

FINAL WORK OF THE WOMEN'S EDUCATIONAL ASSOCIATION

The Women's Educational Association, which had suspended its work while the main building was being erected, became active again when the College was opened. The committee of the Baltimore Conference on the Woman's College, whose chairman was Dr. Goucher, said in its report to the Conference in 1889: "The Committee cannot close its report without commending the excellent work of the Women's Educational Association. The ladies who constitute this Association have undertaken to raise \$5,000 towards furnishing the main building. They have already secured a considerable part of this sum and are making strenuous efforts to secure the whole. The thanks of this Conference are hereby tendered the Asso-

ciation. We give them the assurance of our hearty good will and assistance in their noble endeavors.”¹⁸ The Association went out of existence in 1889.¹⁹ One of the most important services rendered by these women was their resolution of June 1885: “That we request that the permanent charter to be provided for the Woman’s College recognize the eligibility of women as Trustees.” One woman opposed this as being “too advanced,” but nevertheless it was “adopted heartily.” The Board of Corporators and the Executive Committee both approved of this action, and, as soon as there were three vacancies on the Board, they elected Miss Isabel Hart, Mrs. Francis A. Crook, and Mrs. E. G. Stevens as trustees. These were the first women to serve in that capacity. Moreover, Miss Hart, a little later, was elected to the Executive Committee.

PHYSICAL TRAINING

The Woman’s College planned from the beginning to put unusual emphasis upon physical training for women. There was great need in the Victorian era for such a stress, because, partly on account of long skirts and hourglass waists, the women took little exercise. It is told that Mr. Durant, the founder of Wellesley, sent to England for a tennis set, as none could be procured in America, “but had some difficulty in persuading many of the students to take such very violent exercise.”²⁰ Such conditions as are illustrated by this story caused the authorities of the Woman’s College to put physical training in charge of a competent physician with the rank of professor and a place on the faculty and also on the Board of Control when that was organized in 1891. For many years the physician was the only woman on the Board of Control.

The first physician on the faculty was Dr. Alice T. Hall. She was appointed during the first academic year, but was studying in Europe, and, by arrangement with the Executive Committee, did not come to the College till the beginning of

the second academic year. Her title was "Professor of Physical Training and Hygiene, Lecturer on Human Anatomy and Physiology, and Director of the Gymnasium." Her A.B. degree was taken at Wellesley and her M.D. degree at the Woman's Medical College of Pennsylvania. She had studied in Vienna, Stockholm, Berlin, Zürich, and Paris. The course she gave in human anatomy and physiology was only a lecture course of one hour a week. Dr. Lilian Welsh tells us that Dr. Hall "advised that the College adopt the Swedish system of educational gymnastics and the employment of teachers trained in the Royal Central Institute in Stockholm. The early students will remember the various Swedes who presided over their required gymnasium work, Miss Oberg, Miss Palmquist, Miss Kellman, Miss Erickson. They possibly never knew that these teachers looked upon the American girls as 'soft' in the sense that they were obliged to give them very mild exercises compared to what their country women demanded. It was difficult for these teachers to learn that they must make many concessions to the prejudices of the American girl and not require her adherence to rigid rules or ask her to undertake really vigorous exercise."²¹

COLLEGE DAY

The first "College Day," on December 10, 1889, was a big event in the history of the department of physical training. College Day was a day when the trustees met, and official visitors from various Methodist Conferences inspected the College and made a report on its work. The first one was memorable because of the opening of Bennett Hall, considered at that time to be the finest gymnasium for women in the world. It was the gift of Mr. Benjamin F. Bennett, a trustee of the College who was the contractor and builder of Goucher Hall and other college buildings and was also treasurer of the College. He gave Bennett Hall in memory of his wife, Mrs. Eleanor A. Bennett. The gymnasium had a swimming pool and also the famous

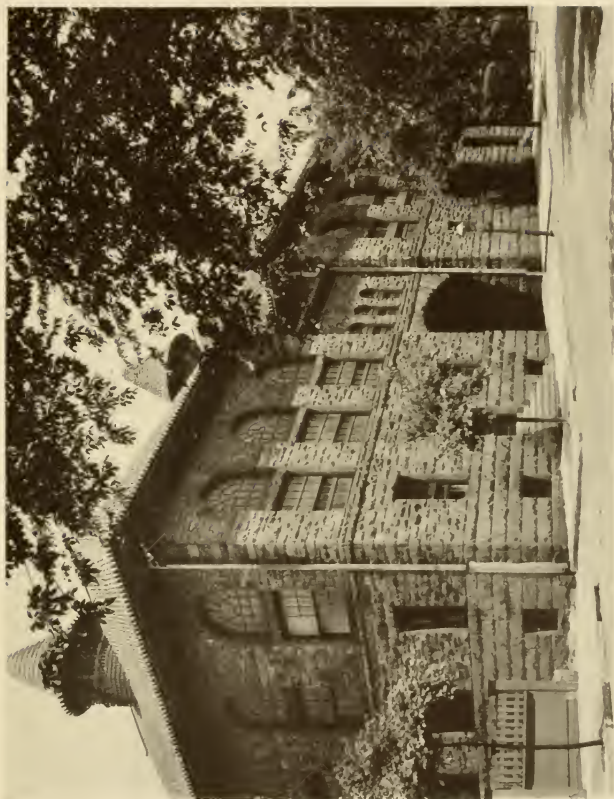
and costly Zander machines to build up the weaker parts of the body. These machines have ceased to be used, chiefly because, as Miss Eline von Borries (the present director of physical education) has explained, they did not suit the American temperament and less irksome methods were found for accomplishing their purpose. The following is a lively description of the first inspection of the building by the public:

The new Bennett Memorial Hall for physical training was also to be seen, with its costly apparatus in place and everything ready for straightening out lovely woman's spine and building up her biceps. Streams of visitors poured through the tall arched doorways all day and examined the ample halls or cozy recitation rooms. As the institution is for the use and improvement of women alone, fully three-fourths of those who called belonged to that sex. Their gay dresses and hats, and the color which the crisp air brought to their cheeks made a pretty picture as they moved from place to place and tried to find out everything all at once. . . .

The curiosity and interest of the visitors centered in the interior of Bennett Hall. Many of them had no idea that the strength and health of women could be built up and developed all around by scientific processes, and what they saw there surprised them. Dr. Alice T. Hall, the gymnastic director, tried her best all the morning to make things clear to the callers, and in the afternoon her place was taken by Mathilda Wallin, a Swedish lady, the practical gymnastic instructor at the institution. The system of producing muscle and health at the College comes from Sweden, and Miss Wallin is a good example of its effects upon the female form divine. Many persons looked at her inquisitively. Her clothing was simple and roomy enough for breath and motion, her figure was erect and elastic, and her cheeks bright with tints of health. When she raised her arm the sleeve of her dress expanded visibly, and timid mortals got out of the way. . . .

Up in a gallery above the second floor the Zander machines for developing special parts of the body attracted wondering crowds. They are queer and rather mysterious-looking instruments, something like the pictures of medieval torture machines, but a brief explanation of each is sufficient to explain its utility and harmlessness. Nothing of the sort is made on this side of the water, and the Zander machines had to come from far-away Sweden to find their place in the college. . . .

Mr. B. F. Bennett, who gave Bennett Hall to the institution in memory of his wife, went the rounds in the afternoon in company with Miss Kate Bennett, his sister, and other relatives. He had a cheery smile and a strong grasp of the hand for every acquaintance he met.²² . . .



BENNETT HALL.

The evening of College Day was celebrated by two addresses in the First Methodist Episcopal Church, the first one being given by Dr. H. C. Wood, clinical professor in the University of Pennsylvania, on hygiene. The second was given by President Hopkins on "The Aims of the Woman's College." He said, among other things, "We feel that we have abundant reason for congratulation and encouragement in view of the healthy growth of an enterprise whose initial steps were taken amid circumstances that certainly called for the exercise of no little faith and courage."²³

RESIGNATION OF PRESIDENT HOPKINS

There was a deficit of \$18,000 the first year after the College opened. There were deficits every year (with one possible exception) during the administrations of President Hopkins and his first two successors. This was not due to bad financial management but was the natural result of small endowment and small enrolment of students in a section where the higher education of women had not yet become popular. The kind of president most needed in those days was one who would be away from the College frequently, visiting various Conferences and raising funds. President Hopkins did not have aptitude for this sort of work. The only criticism of his administration is the one which, with manly candor, he himself has made. In resigning his office as president of the College toward the end of his second year, Dr. Hopkins said that he realized that a large increase in the material resources of the College was needed and that "this great work could not be thoroughly done without that wider and more public presentation of the claims of the College, for which neither taste nor talents nor previous training had adapted me."²⁴ There were other reasons for his resignation. "He wanted first of all to teach, and he felt that the important task of raising money for the College should be in other hands. He had felt again the warning signals that told him his health could not stand the strain of his ceaseless

duties, duties that no college president of today would dream of undertaking without a staff of helpers.”²⁵

His resignation was accepted by the Board of Corporators on May 27, 1890. He was appointed professor of Latin and Greek and was acting president during the larger part of another year until his successor could take up the duties of the office. The Board appointed a committee to convey to Dr. Hopkins the assurance of their appreciation of his successful labors in organizing the college work.

The success of his administration is shown by stating his principal achievements. He had chosen an energetic and progressive faculty. With their aid he had organized a miscellaneous aggregation of students and was ready to separate the subcollegiate from the collegiate and place them under a different staff of instructors. The total number of students had doubled during the second academic year, rising from 140 to 283. The first residence hall was completed and filled to overflowing. The high standards and excellent equipment of the College aroused the pride and enthusiasm of the Methodist Church, as is shown by the report of the Board of Visitors for 1890. The College also received the approval of the federal Commissioner of Education, who, in his report for 1889-90 placed it in the first rank (called Division A) of colleges for women, together with thirteen other colleges.²⁶ The conscientious and intelligent efforts of President Hopkins, the trustees, and the faculty had given the College an excellent start.



PRESIDENT JOHN FRANKLIN GOUCHER

Chapter III

THE ADMINISTRATION OF PRESIDENT JOHN FRANKLIN GOUCHER

1890-1908

Dr. Goucher's election—Biographical sketch—Better classification of students through the organization of the Girls' Latin School, limitation of the number of special students, and the elimination of the departments of elocution, art, and music—The first commencement—Other commencements—College Days—Organization of the Board of Control and Board of Instruction—Creation of position of dean and election of Dr. Van Meter to deanship—Development of office of registrar—Publication of the *Bulletin*—Representation on College Entrance Examination Board—Beginning of the Bureau of Appointments and Vocational Guidance—Organization of the Alumnae Association and subsequent formation of Alumnae Chapters—Over-work of students—A.M. degree—Fellowships created—Chapter of Phi Beta Kappa established—Pioneering work in physical education and in sociology—The chapel service—Lectures—Interest of the students in suffrage—Effect of the Spanish-American war—Necrology: Dr. Gorton, Dr. Morgan, Professor Shelley, Mrs. Goucher—Memorial windows—Expansion in number of students and number of buildings—Gift of Dr. Goucher's residence—Memorials in Goucher Hall—Friendly relations with other educational institutions—Recognition of educational standards—Financial difficulties—Campaign to free the College from debt—President Goucher's resignation—Summary.

ELECTION OF DR. GOUCHER

THE search for the first president of the College lasted for more than a year; to secure the second president the Board of Corporators moved with great speed. There was just one man to whom they wished to turn, and they feared that he might elude them a second time as he had the first. It may be remembered that Dr. John F. Goucher had been nominated for this position by Dr. Van Meter as far back

as 1885 but "earnestly and positively declined."¹ His reason was that he had already consecrated his time and money to world-wide Christian education, especially at strategic points in the Orient, and he did not want to be drawn aside from this larger venture into a narrower one. He wanted to remain in the ministry, where he could more easily carry out his ideal. This time, five years later, when the Board of Corporators wished to secure him, they proceeded by a different method.

At a special meeting of the Board of Corporators on May 27, 1890, after the resignation of Dr. Hopkins as president had been accepted and his appointment to the chair of Latin and Greek confirmed, Dr. Goucher withdrew from the room, and "on motion of J. J. G. Webster, it was determined to proceed to the election of a President of the College by ballot without nomination. . . . The ballot resulted as follows: J. F. Goucher, D.D., 13; he having received the vote of all present was declared unanimously elected." After considerable hesitation he accepted, subject to the appointment of the Bishops at the next Conference and with the condition that he was not to enter upon the duties of the office until after he should be released from the pastorate of the First Methodist Episcopal Church. The Board of Corporators did not define the requirements of his work but left the duties of the president to the "discretion of the President," and they requested Dr. Hopkins to act as president until Dr. Goucher should be able to take the work.² The Official Board of his church relieved him of some of his pastoral duties, and by September 1890, he was able to assume partial direction of the College. In March 1891, the Baltimore Conference released him entirely from the First Methodist Episcopal Church and assigned him to the presidency of the Woman's College of Baltimore.³

BIOGRAPHICAL SKETCH

John Franklin Goucher, son of John Goucher, M.D., and Eleanor Townsend, was born at Waynesburg, in southwestern

Pennsylvania, on June 7, 1845. His ancestors on his father's side were originally from Brittany, and settled in this country previous to 1750. Those on his mother's side came from England in 1680. His great-grandfather was a soldier in the Revolutionary War, and both his maternal and paternal grandfathers fought in the War of 1812.⁴ He was the youngest of four children, three boys and a girl. He was a frail child; pictures of him show a thin face with deep-set eyes and a thick shock of red-brown curls. He was very close to his mother, to whom he was especially devoted. Many years later, in 1869, on the anniversary of her death seven years before, he recorded in his diary on July 21 his feeling of loneliness at her going, and the comfort that he had as he "steadily viewed the almost if not entirely perfect life which she lived in Christ Jesus." His lack of physical vigor kept him from many of the more strenuous activities of boyhood and made him a special companion of his sister.

His parents were devout Methodists. In his early youth he had a profound religious experience: of the "commissions," of which he often spoke in later years, two came to him at this time—the first to be a Christian and the second to enter the ministry. He made his response to these calls in the words which he often repeated through his life, "Whatever you ask, I'll do with the greatest pleasure." To this deep inner awakening there was added an external stimulus. The parson who lived behind the Goucher garden frequently saluted him: "Well, John, what have you been doing for the Kingdom today?" Thus the idea of working, doing, was kept before the mind of the boy in his formative years. Perhaps these objective and subjective experiences laid the foundation for his life of joyful world-wide activity.

An interesting story of his boyhood was related by Dr. Goucher many years later:

Lincoln passed through Pittsburgh and stayed at the old Monongahela House on his way to Washington for his first inauguration. Of course, all

the boys in the town vied with each other as to who could get nearest the President-elect. I was just a little fellow at the time. . . . My older brothers got permission of my father at the breakfast table to go up to the hotel and see if they could get a glimpse of Lincoln.

Of course, when I knew they were going I had to go—but they wouldn't let me. My eldest brother said I was too little and might get trampled by the crowds. My father just smiled and didn't say anything. I knew by his smile that he intended taking me himself. But I didn't want to go with him. He was a leisurely gentleman of the old school and I was afraid I wouldn't see anything. So I persuaded him to let me go alone.

When I got to the hotel there was a big crowd around it. The mayor and city councilmen were marching in to pay their respects to the President-elect. That was what I had come for, and I didn't see any reason why I should not pay my respect when they did. So I joined the procession, and as I was small, the man ahead thought I belonged to the man behind, and the man behind thought I belonged to the man ahead. No one stopped me. After the officials had had their speech and greeted Lincoln he retired to an inner room, and the men filed out—and then I stepped to the door of the inner room. Lincoln looked around, and, seeing a little child, his face softened marvelously. I stuck out my hand as I had seen the councilmen do and said as I had heard them say, 'It is a great pleasure to shake hands with you Mr. President.' His smile was like benevolent sunshine. He took my hand with both his warm big ones and looking down into my face said, 'God bless you, my son; love God, obey your parents, serve your country and the world will never forget you.' For the rest of my life Lincoln was one of my greatest heroes.⁵

His father gave him the blessing of a happy home and the advantages of a good education. In Pittsburgh, where he spent his boyhood, he prepared at the high school for admission to Dickinson College, from which he was graduated in 1868.

While at college he had a great struggle with rationalism. In speaking of this to his friend, Dr. Frank G. Porter, he said: "I had to relay the foundations of belief. I was true to my doubts, and perfectly true to my beliefs. I saw no right to practice my doubts, but every obligation to live my beliefs." Dr. Porter comments: "He so appropriated the words of Charles Deems that many thought they were his own: 'Believe your beliefs and doubt your doubts.'"

His Alma Mater gave to him in 1872 the Master of Arts degree, in 1885 that of Doctor of Divinity, and in 1889 that of Doctor of Laws.

The year of 1869 was a very important one in his life, for it marked the beginning of his ministry in the denomination which he served so ably for fifty-three years, as well as his meeting with a young girl who was to be for him an ideal wife. Fortunately he liked to keep a diary, and the one for this year is of unusual interest. Of his starting out from the family home in Alliance, Ohio, he made the following record:

Feb. 18-1869-1:40 P.M. I said good-bye to my father's home this afternoon to go to Washington, D. C. to join the Baltimore Conference of the Methodist Episcopal Church. Father has been a wise, kind, and devoted parent, often sacrificing that I might have every needed facility to prepare for my life work. He was very desirous I should enter the office as his partner in the practice of medicine, and proposed sending me to medical college and then to Paris for the study of surgery. It was a great disappointment when I declined his proposition, but . . . I explained it was not from want of love for him, nor . . . appreciation of his generous offer, but solely a matter of conscience, and, that too, with a feeling of sacrifice, and only because I felt "woe is me, if I preach not the gospel." He promptly offered to send me to a theological school to further my preparation for the church. This I declined also. He had spent a great deal of money on my education so far, I was twenty-four years of age, and it was time I made my own living and, more particularly, I preferred to serve three or four years in the ministry that I might have a practical basis for appreciation of the opportunities to be found in such an institution. This was agreed to, he saying, "get your horse, harness, and buggy if you should need them and send me the bill, and if at any time you need anything let me know, and if you get sick or specially tired come right home, and we will care for you."

The first charge of John F. Goucher was in Baltimore County in the beautiful rolling country near the historic Garrison Forest. He made his home with John Lester Turner, one of the founders of the firm of Griffith and Turner, Baltimore, on a farm "nine miles from Reisterstown and eight miles from Baltimore." In his diary he writes, "This is a very pretty place . . . on a little hill. A large stone house roughcoated

with a sort of cream color, large orchards and pleasant grounds, a goodly number of flowers in the house, and very pleasant people. Truly the Lord has been good to me to cast my lot in so pleasant a family and place." He had eight churches and several Sunday Schools on his circuit, and he ministered to two each Sunday. For the visit to the more distant ones he was often away from home from Friday until Monday or Tuesday. It was a strenuous life. In November he records: "With today my ninth round or third quarter ends, and the work in the Baltimore circuit so far is—times preached, 88; Sunday Schools addressed, 41; other extra services, 109; visits made, 557; miles ridden, 2439." "There were long days in the open as he went from charge to charge, and all who remember Dr. Goucher's love for the broad fields and open country of Baltimore County will always associate the breadth of vision, the quiet strength, the mental and spiritual poise that characterised the years as they unfolded with those early years of reflection and preparation as he travelled the country ways."⁶ When he was at the Turner Farm he rose at six, breakfasted at seven, and walked until quarter to nine, frequently, when it was growing time, hunting for new wild flowers, mosses, and ferns. He became so interested that he took up the study of botany in a systematic way. All through the diary can be seen his eagerness to learn of new things. In Pittsburgh he visited flint glass works, cotton mills, a candy factory, iron works where he carefully observed the new pig-iron process, also noting with care the wages of the workmen and the method of paying them. These wide interests, which were begun in early life and continued unabated, made possible in later years Dr. J. N. Buckley's comment, "Dr. Goucher knew more about more things than any man I ever met."⁷

Part of his time he spent, of course, in ministerial studies, and, according to his diary, in these early days he enjoyed "the quiet study more than any other part of the work."

When we think of Dr. Goucher's great friendliness and his

success in mingling with people of all sorts we are rather surprised to read, under date of April 2, "I find the calling about the hardest part of the work. I am naturally sociable at home, but I dislike to go away. However, as Channing says, 'A house-going minister makes a church-going people,' and, as I am not seeking my own comfort, but Christ's kingdom, I shall try to cultivate a disposition of friendliness and sociability, and I will try to make a few calls tomorrow afternoon." And, true to his resolution, on April 3: "I . . . called on . . . Dr. Fisher. The doctor is as fine a Christian character, I think, as I ever met, wealthy, but very pious and devout, he spends his time and money in the service of God."

This was Dr. Goucher's first call at Alto Dale, the beautiful estate not far from the Turner Farm, where Dr. Fisher and his family lived. Among the churches in the Baltimore County circuit was Stone Chapel, within sight of the house at Alto Dale and not far from the entrance gate. It is one of the oldest and most historic places of Methodist worship in America, having been erected in 1786. Its membership has always been comprised of prominent families in the Green Spring Valley. Of this church Dr. Fisher was the leading member and the superintendent of the Sunday School. Many were the meetings between him and Dr. Goucher relative to its work and the larger interests of the denomination.

One evening Mary Cecilia Fisher came to supper at Mrs. Turner's and there she met the young minister. Her beauty of face, her graciousness and charm, her deep spirituality, and her practical interest in the Sunday School at Stone Chapel immediately attracted him. Their acquaintance ripened into friendship and their friendship into their marriage eight years later.

When Dr. Fisher was asked for his daughter's hand in marriage he implied that the young minister wanted her money rather than herself, for she already had a fortune of her own given her by her father and her bachelor uncle. "I want her

for her own sake, but I think I could do a great deal of good with the money too," was Dr. Goucher's reply, which so pleased Dr. Fisher that he gave his consent to their union. Their wedding was planned for February 1878, but three days before Christmas, in 1877, Mary Fisher's father died. On Christmas eve 1877, Mary Fisher and John F. Goucher were married. The ceremony was simple, and the young couple did not have a wedding journey. The many trips they took together afterwards, however, they always spoke of as their delayed honeymoon.⁸

At the time of their marriage, Dr. Goucher was thirty-two years old and was pastor of the Huntingdon Avenue Church in Baltimore.

Mrs. Goucher's ancestors on both her father's and her mother's side came from England, and for more than a century and a half had resided in Maryland.⁹ She was born in Cecil County, March 22, 1850, and in 1853, along with her family, moved to Alto Dale,¹⁰ a farm consisting of one hundred and eighty-seven and a half acres not far from Pikesville, in Baltimore County. Both her father, Dr. John Fisher, and her bachelor uncle, Dr. William Fisher, were physicians, though Dr. John Fisher did not practice after leaving Cecil County. His brother did some excellent work in promoting the kindly care of the insane. Dr. Fisher was determined that his two daughters should be as well educated as was possible at that time. Mrs. Goucher read French almost as well as English.

In 1868 she joined the Methodist Episcopal Church. In its varied activities she took the deepest interest, aiding them with her time as well as with her money. She was an ideal wife for Dr. Goucher, entering with perfect sympathy into all of his varied work, supporting him with her clear judgment, and giving with unstinted liberality to the causes which he was furthering. Together they interested themselves in the higher education of women, in the evangelization of the world, and in all good work which appealed to them for sympathy and help.¹¹



MARY CECILIA GOUCHER

To Dr. and Mrs. Goucher five children were born, three of whom grew to womanhood: Janet, who married Henry C. Miller of Baltimore, Eleanor, and Elizabeth. The latter taught for some years at Ginling College, China, and then became the wife of a foreign missionary, B. Burgoyne Chapman, an Englishman.

Mrs. Goucher held various positions in the Woman's Foreign Missionary Society. She was on the Board of Managers of the Home for the Aged, vice president of the Association for the Extension of University Education among Women, member of the Woman's Literary Club of Baltimore, of the Arundel Club, and others. But probably her greatest service outside of her personal home life was to Goucher College. A man who had sent his daughter to the College, upon being asked what in its standards or curriculum had led him to that decision, replied that he had known nothing of those matters beforehand, but he had met Mrs. Goucher, and he wanted his daughter to be where she was.¹² She was the embodiment of her ideals, and through her beautiful life she helped the students to know what a Goucher woman should stand for. She was greatly beloved by the students, all of whom she knew by name. "They felt that she took a personal interest in each of them and so loved her, not for her broad culture or extensive charities, but just for her sweet friendliness."¹³

Of what Mrs. Goucher meant to one class Anna Edmunds, '01 (Mrs. Carl C. Rutledge) writes:

To the class of 1901 fell the great honor of having Mary C. Goucher as their honorary member, and as her eldest daughter, Janet, was in our class and an efficient leader of it always, we naturally had more frequent and intimate contacts with the wife of our College President than most of the students. . . .

No one better understood the heart of the pre-adult girl (which is really what the college girl is) than Mrs. Goucher. Not only did she know how to help the timid and retiring to self-expression and self-esteem but she invariably inspired to higher standards and achievements the purposeful aggressive girl. Her influence was preeminently spiritualizing. Neverthe-

less she was intuitively mundane at times in her methods—as when she served to a group of student leaders visiting for luncheon the then rare and utterly unexperienced delicacy of strawberries and rich country ice cream in the snowy month of March! Those strawberries bound us to her and her ideals for us and she knew they would!

After the return of Dr. and Mrs. Goucher from a trip to Egypt in 1896, the President delighted the students by telling of something that happened to Mrs. Goucher:

Bravely she entered the tombs of the old Egyptian kings. She was alone, and the scene was a gloomy one; but in answer to the "You 'fraid?" of her Arabian guide she shook her small head scornfully.

While she was enjoying with an experienced traveler's eye these monuments of Egyptian glory, the Sheik drew near, sat down at her feet, and began in a most offensive manner to chew tobacco. This little woman, accustomed to the respect of all men, could not and did not look kindly on this deed, even though the great Sheik was the offender. She requested the guide to ask him to leave. But that dark-faced one shook his head, and, showing all his white teeth, said: "No, no; he Sheik." For a few minutes longer she ignored the presence of the noble neighbor; then, drawing up her small height haughtily, she made to the high and mighty Sheik a gesture that he could not mistake. "Go away," she demanded—and sullenly but surely he went. She turned to her guide just in time to hear him say in an awed tone to his companions: "She Sheik herself."¹⁴

In the Baltimore Conference, Dr. Goucher was known as the "Builder of Churches." In his college days this trait showed itself; from a Sunday School, organized while he was an undergraduate, a church developed which he helped to dedicate the year after he was out of college. On March 21, 1869, he began his preaching in his circuit, and by April 8 he was planning for the rebuilding of a church. Later he evidently felt that this was proceeding too slowly, for on May 12 he writes in his diary: "There has been talk and trouble enough about the church so far to build two or three churches, growing in great part out of the extreme cautiousness of some of the members." This is an interesting record when we consider his own daring in building in later years.

Of Dr. Goucher's ministry in the Methodist Episcopal Church the Baltimore Conference minutes say: "Entering the Baltimore Conference in 1869, he held the effective relation during his full ministry of 53 years, having given twenty-one years of remarkable pastoral service, excelling in work among the young people, rejoicing in hundreds of conversions, and building fifteen churches, among them the first Harlem Park, Strawbridge, and notably First Church, Baltimore . . . a magnificent edifice erected at the cost of a quarter of a million dollars."¹⁵

Dr. Goucher was pastor of the old First Church at Charles and Fayette Streets in 1883 when it had to be torn down in order to widen Fayette Street. He saw the importance of a new location and the renewed career that would be possible to First Church on Saint Paul Street. He started with this one church of less than 100 members, and by 1890 had First Church and its three branches united in "City Station" with a total membership of 1200 and property worth \$300,000.¹⁶

The list of his pastorates is as follows: 1869-71, Baltimore Circuit; 1872-74, Catonsville; 1875-77, Huntingdon Avenue; 1876-80, Gilmore Street; 1881-82, Strawbridge; 1883-1891, First Church.¹⁷ To his close friend, Dr. Frank G. Porter, he said one day in August 1921, "I have had six definite and distinct calls. First to be a Christian. Second, almost immediately, to be a minister. Then, third, as clear and definite, to minister to young people. Fourth for missionary work. Fifth for Christian Education in all lands. Sixth, a clear call to work for the Unification of Methodism. Definite as were these calls, sometimes one was largely involved in another, as missions and education, but each work was large and had its own characteristics and its providences. I have had especial experiences and leadings with each that prove it was from God." "With six clear calls," Dr. Porter comments, "his several commissions ran side by side, as he did the work of many men, and a recorder is bewildered by the variety of his swift activities."¹⁸

However varied his interests were, there was one dominating purpose in his life, the spread of Christianity through the promotion of schools and colleges for Christian education. In his own words: "Evangelism without education faces fanaticism and reaction. Christian education is the most productive, the most prominent and far reaching form of evangelism."¹⁹ Thus motivated by religious zeal, he bent his energies toward promoting educational opportunities in foreign lands through Christian schools and colleges and at home through Morgan College and the Woman's College of Baltimore.

As a young minister in the Methodist Episcopal Church, Dr. Goucher offered himself to his Foreign Board and asked to be sent to India as a worker. Six or seven years later he and Mrs. Goucher volunteered for foreign work. Each time the church declined the offer on the ground that more could be done for the cause of missions if such a man remained in America, using his talents and means for furthering the work all over the world, than if he devoted himself to a single field.²⁰

About 1880 the missionary secretaries of the Methodist Episcopal Church in New York began to receive letters from this young Baltimore minister pointing out special opportunities in Japan, China, and Korea, and offering property and support if they would furnish the workers.²¹ The annual missionary reports for a generation show scores of Goucher gifts, and, in addition, others were made directly on the field.²² About 1900, Bishop C. C. McCabe stated before the Baltimore Conference that for a number of years Dr. Goucher gave to the general work of the Methodist Foreign Board \$10,000 annually. Dr. and Mrs. Goucher financed the field inspection and the early work in Korea and West China, and in a real sense were the founders of these two missions, for it was Dr. Goucher's vision, foresight, enterprise, and underwriting that were the occasion of the opening of Methodist Episcopal mission work in these fields.²³ Elmer Ellsworth Brown, chancellor of New York University, writing of Dr. Goucher as "one of the foremost

leaders of the foreign mission activities of the Methodist Episcopal Church," said that his view of these activities was "in the highest degree statesmanlike and comprehensive."²⁴

One of the missionary projects nearest to the heart of Dr. and Mrs. Goucher was in India, where, through a system of vernacular schools in the district around Moradabad, they carried on an experiment, interesting socially and educationally as well as religiously. In every case a school for girls paralleled one for boys. The best of the primary students were sent on to middle schools and then to high schools, and from there the most promising were sent to normal school, college, or theological seminary. The schools in India maintained by this Goucher fund at one time numbered one hundred and twenty, with a daily attendance of more than three thousand. The experiment was continued for about twenty years with an expenditure of about \$100,000. In far away Baltimore, Dr. Goucher received stated reports of the progress of every child in every school. The project was given up because Dr. Goucher realized the apparent administrative impracticability of maintaining on the field the conditions essential to a really scientific experiment. He had wanted to make an exact demonstration of the possibilities of Christian education in social transformation. However, these schools furnished one third of the Methodist pastors in North India and many pastors' wives, as well as teachers and business men in the Christian community. Children of the third generation are now winning honors at colleges.²⁵ "It was just the impetus needed to save the planting of our missionary fathers," say the missionaries of today.²⁶

Not only was Dr. Goucher active in promoting the work of the Methodist Episcopal Church abroad, but he was a pioneer in realizing the advantages of union enterprises on the foreign field. Of his work along this line Anna Hoffman, '99 (Mrs. Francis J. Hall) who shared in some of the discussions of the early union work in Peking, writes:

Though always loyal to his own denomination, Dr. Goucher was more than a leader in the Methodist Church, he was a Christian statesman, and as such he minimized the difficulties and emphasized the advantages of union of denominational forces in the foreign field. In Japan, Korea, and China, he pointed out the advantages, directed the policy, and contributed largely to the development of one strong Christian institution of higher learning in the student center of each nation. . . . In the East, he early saw the possibilities of united effort by Christian forces and urged the church to seize the strategic hilltops of higher education against the day of her greater opportunity. That day of opportunity has now come, and if Christian education does its part in the training of national leadership in two great nations, it will in no small measure be due to Dr. Goucher.²⁷

At the home base he was also a tireless worker, both in his own denomination and in interdenominational activities. Dr. Goucher was a member of the Board of Foreign Missions of the Methodist Episcopal Church from 1884 to the time of his death. Beginning with 1888 he was elected to nine General Conferences, and he was three times chairman of the committee on missions. From 1912 to 1920 he was a member of the Joint Commission on the Unification of American Methodism.²⁸ He was also a leader in interdenominational missionary work. He was the presiding officer at the meeting on higher education at the Ecumenical Missionary Conference in New York in 1900. He was a constructive force during the early years of the Young People's Missionary Movement, now the Missionary Education Movement. He was a member of the Commission on Christian Education of the World Missionary Conference at Edinburgh in 1910. He was made chairman of the American section of the Committee on Christian Education in the Mission Field for the Continuation Committee of the Edinburgh Conference. To this work he devoted himself almost exclusively during the last twelve years of his life. Thus for forty years he was a directing force in the missionary work of his own church and for twenty-five a leader in interdenominational agencies.²⁹

In 1904, Dr. John R. Mott published a list of the great con-

tributors to missions. In this list Dr. Goucher's name appears as having given at least \$250,000.³⁰ In later years Dr. Goucher made an estimate of not less than half a million as the amount that he and Mrs. Goucher had contributed to this cause.

In appreciation of Dr. Goucher's services, on November 12, 1919, the Emperor of Japan, by a unanimous vote of the Cabinet, conferred upon him the insignia of the third degree of the Order of the Rising Sun—the highest distinction that government can bestow upon a civilian, either foreign or native.³¹ On March 5, 1921, by a special mandate, the President of China conferred the insignia and decoration of the third degree of the Order of Chia Ho, which is also the highest decoration that can be bestowed upon a civilian, either native or foreign. This honor was received through the American Consul at Peking, July 18, 1921.³² The wording of the Chinese honor is of interest: "Dr. J. F. Goucher 3rd Class Decoration of the Fine Harvest ('Golden Grain'). The President of the Republic of China presents President J. F. Goucher with the above decoration in recognition of his friendly esteem. Hsu Shih Chang. March 5, 1921."

And so his work was known and recognized by the highest people in two of the Oriental lands. It also received grateful appreciation from multitudes of humble folk in the Orient.³³

In the prosecution of his work as administrator and counselor, at his own expense he journeyed to the ends of the earth. Of this phase of his life Charles H. Fahs, director of the Missionary Research Library in New York, writes:

He was a tireless traveler. Five hundred times he made the trip from Baltimore to New York City for attendance upon administrative bodies and committee meetings; twenty-five times he crossed the Atlantic; eight times he crossed the Pacific; three times he passed through the Suez Canal; twice he made the journey across Asia on the Trans-Siberian railway. When he was seventy-six years of age he made for the third time the long and somewhat hazardous journey to West China. At every mission station where he called his presence was a blessing and a benediction.³⁴

As a traveler Dr. Goucher was noted for his courage and calmness in the face of danger. On his way to a great missionary conference, he was a passenger on the S. S. Republic, which was in collision with the S. S. Florida, June 24, 1909, and sank while being towed back to New York. When the shock came the whole electric system of the ship was deranged, and the boat was in total darkness. Using the pocket flash-light, without which he never journeyed, he guided passengers from their staterooms to the upper deck, from which they were rescued. After he had aided many by his calmness and good cheer, he went below to recover a woman's jewels left in her stateroom, and then, says Bishop Cranston, "from the same provident hand bag from which he had taken his flash light, he got tea and brewed it for the hysterical."³⁵ He was the last person to leave the vessel save officers and crew. Taking everything as a matter of course, he returned to Baltimore, packed another gripsack, and two days later was again on his way to Scotland.³⁶

On another occasion, when he was about to take the Sinai trip, he had definite information that he and his whole caravan were to be massacred by hostile Arabs. His only defense or preparation for this journey was to wait for two days, and then he set out "as if he were going into Baltimore county to gather daisies. No harm befell him or his train."³⁷

Though his mind was filled with large affairs, he could think of gracious small things too. He was planning to reach home from one of his long journeys to the Orient, just a few days before Alto Dale Day, and, as he passed through Smyrna, he added to his luggage a supply of "Turkish Delight" for the collation on the lawn. His guests were happy to have a piece of the then little known confection resting on their block of ice cream.

Although his missionary activities took him around the world, Dr. Goucher was not unmindful of the needs of colored boys and girls close at home. For forty-three years he was a

member of the Board of Trustees of Morgan College, and for thirty-nine president of the Board. Under his leadership the school grew from a small group of pupils with two teachers occupying an ordinary dwelling on East Saratoga Street to an institution giving to its pupils first grade collegiate work and located on a beautiful campus of eighty-five acres in a desirable section of Baltimore City. In addition, he was the projector and chief benefactor of Princess Anne Training School, for negroes, located at Princess Anne, Maryland, and afterwards a junior college. John V. Spencer, president of Morgan College, in an "In Memoriam" booklet issued by the College, said: "An aristocrat in the best sense, he was a democrat in opportunity to all. He believed in giving the negro a fair chance with the unfaltering belief that many would avail themselves of the opportunity, and thus demonstrate the value of Christian leadership." This pamphlet also includes, as part of a resolution prepared by the faculty, this tribute: "Among the fearless men who, in spite of determined opposition, urged the cause of the higher education for colored boys and girls, gave largely of their means for the development of an institution with such an aim, and continued to be its trusted and devoted friend through all the years, there was none who surpassed in devotion the late Dr. John F. Goucher."³⁸

No doubt this interest in the education of colored students in the city and state laid the foundation for the unusually happy relation between Goucher College and the colored people who have worked for it. Some of them have been college graduates, who in the book store, the physics department, the chemistry department, and the biology department have served the College in large and important ways. Two of them have been bank runners absolutely faithful to the trust imposed upon them. Others in the residence halls, the laundries, the social buildings, the library, and in miscellaneous posts have rendered efficient service. They have been and are a self-respecting, loyal group, proud of their connection with Goucher.

In addition to his large interests, Dr. Goucher had a number of minor ones. He was a member of the Phi Beta Kappa and the Sigma Chi fraternities and of the Sons of the American Revolution. For thirteen years he was president of the Maryland Bible Society; for twenty-five years he was president of the American Methodist Historical Society, and was the leading authority on early Methodist history, possessing one of the largest collections of Methodist antiquities, manuscripts, and rare books in the world.³⁹

He was a collector of idols, rare gems, stones, flints, and butterflies. His houses at Alto Dale and on St. Paul Street were veritable museums of choice possessions, and he took the greatest delight in showing his treasures to sympathetic guests. Dr. Welch said that at one time he even offered to unwrap one of the Egyptian mummies for her.

Dr. and Mrs. Goucher spent their winters at the lovely home at 2313 St. Paul Street, which, like Alto Dale, was noted for its gracious hospitality to students and visitors to the College. Dr. Goucher's reputation as a host was far famed. A student asking Dr. Welsh and Dr. Sherwood what they remembered of Dr. Goucher received the reply, "He could carve a turkey better than anybody I ever saw." He was a charming conversationalist, and was ready at any time to tell a story or a joke. His comments had a clever turn. Once when he was told a certain man was "thinking things over," he replied, according to his daughter, Janet, "Oh, no, he is not thinking things over, he is just rearranging his prejudices." He was equally at ease as a host or presiding at a meeting or making an address or travelling around the world in the interest of his various educational enterprises.

In the midst of his busy life Dr. Goucher wrote several books, among which are: *Young People and Missions* (Eaton and Mains, New York, 1903); *Adjustment for Sovereignty* (Young People's Missionary Movement, 1906); *Christianity and the United States* (Eaton and Mains, 1908); *Growth of the Mis-*

sionary Concept (Eaton and Mains, 1911). These were published after they had been given wholly or in part as lectures. *Growth of the Missionary Concept* consisted of five lectures delivered on the Nathan Graves Foundation before Syracuse University.

It seems remarkable that a man not particularly robust or strong should have been able to do so many things. His unusual religious life was for him a tower of strength.' He believed literally that God guided him day by day; he had an implicit childlike faith. In that diary of his first year in the ministry he had an illuminating statement for one Saturday: "I am and have been so tired today that I cannot think. I cannot read, nor anything but sleep. And this evening I have no sermon ready for tomorrow. But the Lord, in whose service I am so worn down, will provide for the morrow when it comes. So good night."⁴⁰ He was provided for in the emergency. The next morning he awoke to the sound of pouring rain, and according to the custom of his circuit neither minister nor people went to church at such times.

Commenting on this same faith and trust, Bishop Cranston writes: "Without guile or cant, he was so utterly and consciously God's man that he could instantly disentangle self from any untoward event in the outcome of his plans. 'It is God's work and he will take care of it'—that was the quiet dismissal of the matter."⁴¹

And he was always happy in his service. "When a person is busy trying to do good, life is a pleasure," he says in his diary. Dr. and Mrs. Goucher were able to contribute so much to Christian education because, in the first place, they themselves lived very simply. It was noted of Mrs. Goucher, who had great wealth at her command, that her dress was as simple as that of the poorest who attended the churches to which her husband ministered.⁴² Dr. Goucher himself dressed in quiet costume, and the only observable and invariable feature was a broad-brimmed light felt hat. He kept no valet and no

private secretary. And further, they were careful stewards of their wealth. One who knew them said, "Dr. and Mrs. Goucher budgeted their accounts annually in the days before budgeting became common. They did not have enough to meet all the requests that came in, so together they planned in advance what could be given each year to each form of service."⁴³ But, however simple their own life may have been, they entertained royally. Their handsome house in Baltimore was built especially for hospitality, and, from 1892 on, one of the great days in the life of the College was Alto Dale Day. Of what this meant to faculty, students, and alumnae Dr. Froelicher wrote many years later in *Donnybrook Fair*, 1929:

Alto Dale Day was the red letter day for seniors, "hall girls," and faculty, usually about Decoration Day in May. It was the day when Dr. and Mrs. Goucher entertained their visitors at their country estate, Alto Dale, beyond Pikesville. The mansion is set against lofty trees of ancient woods. Directly in front of the house is a lawn, and beyond, broad acres of cultivated lands and farm buildings. In the early days, Dr. Goucher arranged for a special train which took the whole party from Union Station to Chattolane. There Dr. Goucher would be expecting us, broad rimmed hat on his head, a tall English walking cane in his hand, and a courteous, winning smile, and a kind word for some, witty remarks for each and all. The walk through almost primeval woods brought us presently to the mansion past the three little Goucher girls' play house and to the vast verandah where Mrs. Goucher, as hostess, welcomed us. Wraps and hats once deposited, there were walks through a perfectly lovely old rose garden, or through the untouched woods, or by a winding path down to the spring where the three little girls acted as Hebes to us mortals. There were even swings and hammocks. We had races down the sloped lawn—until, the sun coursing westward, the mansion began to cast its shadows upon the lawn. Then we would all settle down on the lawn, in groups, as mutual affinities or chance was apt to form them, and Mr. Hughes, the caterer, went into action.

On Alto Dale Day President Goucher moved with a natural ease and grace among his guests, from group to group, from individual to individual. For each he had a word of kindness or an interesting observation. This one he took to see a rare plant, the other some rare book he had, a third one some odd ivory or bronze he had collected on his travels, for the fourth he had a good story or made a jocosely remark with an unanswerable quick, witty repartee. I once remarked that I had never seen in this country my favorite flower,



ALTO DALL

the moss rose. He at once invited me to the rose garden—Mrs. Goucher graciously accompanying us—and took me to the spot where Mrs. Goucher was raising moss roses, these being also among her favorites. She picked one for me to put in my buttonhole. Who, of those blessed days, does not remember the paths between the boxwood hedges, and the genial, happy atmosphere?

As evening came on, we sang songs. Some were improvised. I remember Professor Butler jotting down a number of stanzas to a familiar tune, the solo being the meat of the song, the refrain being enthusiastically sung by the entire company. As darkness came, the year number of the graduation class would flash up from torches previously arranged at the bottom of the sloping lawn, and with a final song, the time for farewell had come.

Dr. Goucher's great monument in this country is the college which bears his name. In the first chapter he is mentioned as one of the original incorporators, chairman of the Executive Committee and of the Building Committee, and the largest individual donor. In the fall of 1890 he began part-time service as president of the College, taking the chair for the first time at the faculty meeting on September 30 and attending the first chapel as its presiding officer on October 3.⁴⁴ His full time service began in March 1891. The eighteen years of his presidency was a period of rapid growth for the College, which developed in organization, in curriculum, in the number of its students and its buildings, and in its recognition by the academic world. A successful solution was found for its complex problems, save only one. Not until a later administration was the College put on a firm financial foundation.

IMPROVED CLASSIFICATION OF STUDENTS

When the College opened for its third year, the classification of students became more accurate. By that time it was known that five or six young women were in the third collegiate class and might be graduated in two years. Because of the difficulty in securing well prepared students, the irregularities in the work of those who had been admitted, and the "embarrassment

in arranging for the proper discipline of the scholars" since the collegiate and subcollegiate departments were using the same rooms,⁴⁵ the College was forced to organize a preparatory school, to which was given the name "The Girls' Latin School of Baltimore" in view of its emphasis upon Latin as a foundation study. It was the first of its kind in the city and state, and among the first in the South.⁴⁶

In a statement made in the Baltimore *Evening Sun*, March 15, 1913, when the College faced another difficult time, Dr. Goucher referred to the problems of this period leading to the organization of a separate preparatory school:

Near the close of the academic year 1889-1890 the College faced a great crisis—the severest crisis in its history except, perhaps, the one it is facing now. It, like the present one, threatened the life of the institution. . . .

There were five or six schools for girls in Baltimore, some of which had existed for many years, and all of which had a patronage widely scattered throughout the South. Each of these was personally visited and urged to broaden and strengthen its work, so that those who might desire could be prepared to enter the freshman class of the College. With uniform courtesy, they all expressed high appreciation of the proposed work of the College, but without exception declined to undertake such an adjustment because of the financial risk involved.

The principals of the Eastern and Western Female High Schools were consulted, and the School Commissioners of the City urged to arrange a schedule of the studies to conform to the standards of the best high schools North and West; but this was treated first with indifference and afterwards peremptorily declined.

Therefore the College was compelled to do one of three things—to make provision for the preparation of those who might desire to enter its freshman class, seriously to lower its entrance requirements, or go without students.

At this stage of its development the College had 10 freshmen and 5 sophomores, with more than a hundred others of serious purpose but with all degrees of irregular subcollege work. Even if the institution had been doing full work in four regularly organized classes, no allowance would have been accorded it for its peculiar environment and exceptional difficulties and it could not have had recognition from any first-class institution as a college while preparatory and college students were taught by the same faculty or were associated together in the same building.

So, in order to provide properly for the preparation of its freshmen, the College was compelled to provide a separate faculty, a separate organization, and a separate building.

Not only was a building for instruction required but also a residence hall. Procuring the funds for this need was a serious problem for the already financially embarrassed institution. The Executive Committee first authorized the establishment of a system of annuities.⁴⁷ A few months later, when this apparently was not successful, they tried to raise the money by issuing 300 bonds: 200 of \$1,000 each, and 100 of \$500, at five percent. To secure the payment of the principal and interest on these bonds, they were willing to mortgage the ground and improvements on the lot where Goucher Hall stands and several other lots which they owned.⁴⁸ But this bond issue did not find purchasers.⁴⁹ The next spring another effort was made to secure the money by life annuities and gifts,⁵⁰ without success except in one instance.⁵¹ At this crisis, on April 20, 1892, Mr. Alcaeus C. Hooper paid to the Woman's College of Baltimore the sum of \$100,000, the College agreeing to pay him an annuity of \$5,000 per annum during the term of his natural life. On the same day Mr. Hooper paid to the College another sum of \$100,000 in consideration of which the College agreed to pay him \$6,000 a year during his lifetime, and after his death to pay his wife an annuity of \$3,000 during the remainder of her natural life, and after the death of both Mr. and Mrs. Hooper to pay \$1,000 a year to each of their three children during the natural life of each. In a statement to the Baltimore *Evening Sun*, March 15, 1913, Dr. Goucher announced that the Trustees would use the proceeds to erect two buildings—a science building for the College, to be used temporarily as need might be to house the Girls' Latin School, and a college home. He declared that this assistance prevented the threatened disaster of closing the institution and was considered providential.⁵²

This fund was known as the Hooper Annuity. The building was named Catherine Hooper Hall, in honor of Mr. Hooper's mother.⁵³

The Corporators decided, however, in May 1890, before the money was obtained, to make the venture of separating the collegiates and subcollegiates. The first step was taken in the fall of 1890: the Girls' Latin School was organized with a separate faculty, and Professor William H. Shelley, who had previously taught Latin and mathematics in Albion College and been superintendent of Public Instruction at York, Pennsylvania, was made principal. According to a ruling of the Corporators, May 27, 1890, Professor Shelley had the right to "sit with the college faculty and have a vote on all matters of general interest to the Institution and in all matters pertaining to the relation of the College and the subcollegiate departments, but not in matters pertaining exclusively to the operations of the College."

In October 1890, the faculty voted that in all actions in which the College and the Latin School must be considered together the distinction between the two be strongly emphasized. The second floor of Goucher Hall was assigned to the preparatory school, and here it remained for three years—until the fall of 1893. Its students were permitted to use only the north stairway and were not allowed to use the college reading room.⁵⁴

By the fall of 1893 the building at the corner of St. Paul and Twenty-fourth Streets, Catherine Hooper Hall, was completed, and the Girls' Latin School moved to this new structure to remain there until 1909, in the administration of President Noble. Further, since Home B, the residence hall, was ready for students in the fall of 1893, it was devoted to the use of college students and the first residence hall, Home A, was given to the subcollegiates. Thus the process of complete separation between the College and the preparatory school was advanced another step. The Trustees accepted President Goucher's recommendation made in his Annual Report, November 1902,

that the two institutions be absolutely segregated. Students attending the Woman's College were not allowed to make up conditions or requirements in the Girls' Latin School but were required to make them up under a tutor at their own expense. No students of the Girls' Latin School were permitted to take advanced work in the College or reside in a college residence hall. The Middle States Association of Colleges and Secondary Schools, formed in 1888, had set up standards, and according to its ruling at this time, colleges were required to be completely separated from all college preparatory instruction.

From the first, the Girls' Latin School was popular, and students crowded into it. At commencement in June 1906, President Goucher stated that it had had an aggregate attendance of 1,235 and that seventy-eight percent of its graduates had attended the Woman's College. In the year 1902-03, for example, of the 133 entering students, 32 had come from the Girls' Latin School and 101 from 84 other schools.⁵⁵ It had assisted in preparing one third of all the students who had been graduated from the Woman's College. President Goucher also asserted in the same address that, according to the Report of the United States Commissioner of Education, "Of all private schools for girls in the United States which prepare exclusively or largely for the leading colleges for women, The Girls' Latin School of Baltimore represents the largest resources devoted to that purpose, enrolls the largest number who are preparing for College, and graduates each year the largest number who enter College."

During the first year of Dr. Goucher's presidency a further move toward better academic standing was made by attempting to check the number of special students and to influence entering students to take the regular work. In accordance with a faculty ruling in September 1890, the two questions: "Do you enter for a degree course, or for a select course?" and "If the latter what studies do you especially wish to take?" were omitted from the application blanks, and in place of these

two questions the following question was put: "Which one of the four regular courses (Classical, Modern Language, Natural Science, Mathematical) do you intend to pursue?" About the same time, it was decided to give the scholarships thereafter only to regular, not to partial, students.

The following year, 1891-92, the policy in regard to classification and admission was made stricter. Special students were required not only to satisfy the full entrance requirements in those subjects which they desired to study, but also to satisfy the entrance requirements in English and mathematics. The sole exception to this ruling was in the case of special students in Latin and Greek.⁶⁶ The following fall, President Goucher reported to the Trustees: "The degree students are 95, full matriculates 60, conditioned 35, special students 26; one course students 3. This shows a complete reversion in the relative number of degree and special students, and a most gratifying advance in the number of full matriculates. Every special student is now taking at least ten hours of regular academic work."⁶⁷

In 1892-93 the students began to exert their influence toward reducing the number of specials by excluding them from the class organizations.⁶⁸ This action caused the special students to form an organization of their own, about equal in size to the freshman class. Their number, however, was diminishing, "many having become degree students who last year did special work."⁶⁹ The greater strictness of requirements for entrance of special students gave great satisfaction to the undergraduates, who felt that those who claimed credit for years of study they had never done "by announcing that they are attending the Woman's College, when they are only in a class of the Latin School or taking a few hours of college work" not only led the public to believe that the College was "a very inferior sort of institution," but also detracted from the value of its diploma, and was an injustice to its regular students.⁶⁰

A further step in exclusion was taken in 1896 with the adop-

tion of the ruling: "Requirements for admission to the freshman class are the same for all groups and beginning with September, 1896, will be the same for all candidates whether for regular or for special work."⁶¹

The careful insistence on uniform entrance requirements for all students, whether special or degree, had accomplished its purpose of excluding from the College poorly prepared students, but it was realized by 1898 that it was also excluding a few whom the College should endeavor to help. Dean Van Meter thought the College should be more liberal in the admission of special students, especially of teachers who wished to pursue a few courses. The matter was discussed in the Board of Control, which finally ruled:

That under exceptional circumstances, persons of serious purpose and suitable age, who may desire to pursue special courses without reference to obtaining a degree, may be admitted without fulfilling the whole requirement in other departments than the one in which they wish to study; such students to be registered as non-matriculate specials, and to receive testimonials from the individual instructors under whom they work, but no general certificate from the College.⁶²

And so the problem of the special student, which had been such a serious one in the early days of the College, was happily solved.

Other modifications were started which further strengthened the academic standing at this time. In the year 1893 there were great changes in the three special departments of art, music, and elocution.⁶³ The first to be given up was elocution. For the first five years elocution was a required course. But in the fall of 1893 the department was discontinued, and in its place, for a few years, there was a required course in voice training,⁶⁴ which, under the department of hygiene and physical training, taught "pure breathing, natural vocalization, and abdominal gymnastics."⁶⁵ But this course, too, was soon abandoned. In his report to the Trustees in 1895, Dean Van Meter said: "The effort to maintain in the College regular and effi-

cient instruction in voice training does not seem to meet with success. . . . It is only where the student is herself interested in the work that it is likely to be of any use to her. I have come to the conclusion that the money and time spent upon voice training are both wasted and I recommend that the instruction be finally abandoned in the College."

The School of Art, which had carried on its work on the top floor of Goucher Hall, moved in 1893 to studios in Catherine Hooper Hall. Of these Anna Andrews Thomas, instructor in Art, 1894-01, writes: "The entire north and northwest side of the third floor of Catherine Hooper Hall was devoted to the art studios, all well-lighted by north or top light, and there was added later the entire loft over the third floor which had an admirably adapted skylight. The studios were abundantly supplied with artistic objects and models, casts, draperies, and other appliances. Annual art exhibitions were held, and these were high lights in the collegiate and artistic communities. . . . There were other exhibitions from outside artists, and if the art department had continued, it had been planned to make these more and more events of art importance in the city."⁶⁶

For the first three years of the College, the School of Music, also, had rooms on the top floor of Goucher Hall. In September 1890, the music department had grown to such an extent that the constant use of eight or more pianos in the College Home and in Goucher Hall was a great annoyance, and also it occupied valuable rooms in both buildings which were required for other purposes.⁶⁷ A house to which the School could be moved, however, could not be financed until the next year, when the Trustees were able to secure the building on the southwest corner of Calvert and Twenty-third Streets. To this, called the Music Annex, the department moved in the fall of 1891.⁶⁸ The number of students in this School increased so rapidly that another house, Music Annex Number Two, had to be added.⁶⁹

Both the art and music departments did excellent work, for their faculties were of the first rank in their respective fields, but their lack of any academic requirement for admission made the standing of their students out of harmony with that of the collegiates. In one of the early college papers we find the following questions and answers, showing how the students felt about the matter: "First Girl—Are you in the Latin School? Second Girl—No; I am collegiate in everything. First Girl—What do you study? Second Girl—oh! I take art."⁷⁰ Action of the Board of Control in January 1893, requiring students in art and music to matriculate in full and pursue work in one college course as well, brought the work up to full collegiate standing and gave general satisfaction.

In the annual program for 1893, the statement was made that the departments of art and music were intended only for regular students who wished to add these subjects to their other studies; according to a previous ruling, such students were required to take five years to obtain their degrees.⁷¹ The general art course in the School of Art was arranged for degree and special students, who could take it without additional charge and were strongly recommended to do so.⁷² Certain other courses in the schools of art and music could be credited toward the degree.⁷³

The schools of music and art continued until 1902–1903. In the fifteenth annual program, 1902–1903, appeared the statement: "Courses in music and art will no longer be offered. Resident students who may wish to pursue these subjects will be directed to suitable instructors, but all arrangements must first receive the approval of the Dean."

Happily, a few years before the special school of art was given up the study of art in a different way came permanently into the regular curriculum of the College: in 1895 there was introduced a required course, counting toward the degree, in art appreciation and art criticism, in charge of Dr. Froelicher.

In *Kalends*, October 1896, the students expressed their satisfaction:

The demand for such a course indicates in the student body a growing desire for broader culture and the developing appreciation of the power of art.

We are very fortunate in being in a city where we can hear the music and can study the paintings of the most celebrated artists, with the Peabody Conservatory and Walter's Art Gallery at our command; especially are we fortunate in having as our lecturer Professor Hans Froelicher.

The oft expressed desire of the students for work of similar standing in music had to wait many years for its gratification; it was not until the administration of President Robertson that courses in the history and appreciation of music were introduced.⁷⁴

FIRST COMMENCEMENT

Four years after the College opened, the first class was ready to be graduated, June 1892, and the approach of the time for the first commencement brought decisions on several subjects that had been under consideration.

Caps and gowns had been talked about in 1890-91, and the students were eager for their adoption. The college authorities were considering it: "A report on the cap and gown question was received from a member of the students' committee. It was voted: That we write to Girton and Newnham Colleges to ask what kind of a gown, if any, the undergraduates of these colleges wear, and that we request that a cap and gown of the approved order be sent over for our benefit. The Dean was appointed to undertake this business."⁷⁵ There is no record of what happened in relation to the models from Cambridge, but on May 5 it was moved that the graduates be allowed to wear the A.B. gown,⁷⁶ and on June 7 it was decided by vote that the gown for the undergraduates be that usually worn by a bachelor of art, that the bachelor's hood have a cowl lined

with dark blue and edged with gold, that the A.M. gown be the regular Oxford gown with the hood lined with dark blue and edged with gold.⁷⁷

The Class of 1892 was graduated in caps and gowns but they had not used them in their undergraduate days. They were made by a local clothing firm, "But for some reason did not arrive until the procession was entering the church and the organ playing the appropriate march. Dean Van Meter, with quick thought, seized the box and the graduates, and hurried us into a small room somewhere near the entrance. Gowns were soon put on, but what to do with the caps. The Dean focused directions upon me as to bows, tassel, and more bows (five in all), as I was to receive the first diploma and the others could follow me. . . . I did not stumble up the steps, nor bow to the wrong personages, nor lose my cap coming down the steps, so I suppose I did what the Dean told me to do."⁷⁸

For that first diploma a seal had to be decided on. On legal documents the College had used a seal devoid of symbolism and of motto. In November and December 1891, the Board of Control had been concerned with the matter of a distinctive seal and a motto for the College, but had made no headway.

Dr. Goucher, on one of his numerous trips to New York, worked on the question of a seal as he journeyed. As he was fond of thinking of the triple powers to be trained by education—body, mind, and soul—he selected the triangle to embody them; as he was a firm believer in passing on to others any blessings that were received, he placed rays of light emanating from the three sides of the triangle as indicative of service rendered through education. Finally, he chose for the seal a motto: I Thessalonians, Chap. 5, V. 23.⁷⁹ The date when the charter was obtained, 1885, was placed upon the seal. There is no record when the design for the seal was finally completed; it was, however, in readiness for the diplomas of the first class, to which the seals were attached "without a ribbon."⁸⁰

In May, the Board of Control decided that the diplomas were

to be of parchment, thirteen by sixteen inches in size, the wording was to be in English, and Professor Butler and Professor Hopkins were appointed to prepare a formula for the conferring of degrees. It was further ruled that the faculty present the candidates for this year, and Dr. Alice Hall Chapman was chosen to represent the faculty. On May 27 the five candidates for the first degree were voted on, and it was ruled, at the suggestion of Professor Butler, that they should receive their degrees in the order of their matriculation and not alphabetically. Since the first student to enroll was Mabel Carter, a non-graduate, the second, Harriet Stratton Ellis of the Class of '92, according to this ruling, was the first woman to receive her degree from the College.

The commencement events, apart from the activities of the graduating class, presented considerable variety. On May 31, the music pupils of Miss Cecilia Gaul gave a creditable recital in the chapel; on Friday, June 3, the chemical and biological departments united in giving a reception and exhibition to their friends; on Saturday, June 4, came the first Alto Dale Day; on Tuesday, June 7, at five o'clock, in the First Methodist Episcopal Church, certificates were given to seven students who had completed a four-year course of instruction in the School of Art and to sixteen who had finished the two years of work in the department of elocution. In the evening a reception was given by the art students, an interesting feature of which was a private view of the work done in the studio in the last year.⁸¹ There was none to receive a diploma in the School of Music.

The baccalaureate sermon was preached by President Goucher on Sunday, June 5. On Monday evening a reception was given to the seniors by the juniors in the Music Annex on the corner of Calvert and Twenty-third Streets.

Wednesday, Class Day, brought the customary exercises, though they were the first in the history of the Woman's College. The president of 1892, Anna Heubeck, made the opening

address. Harriet S. Ellis was prophet, Stella McCarty historian, and Anna L. Cole the poet. After the exercises a sprig of ivy from the plant brought by President Goucher from the grave of John Wesley was planted by the seniors on the lawn by the side of the president's office. The oration was given by Katherine Haven Hilliard.

On Thursday, June 9, commencement was held in the First Methodist Episcopal Church at eleven o'clock. The faculty and students assembled in Goucher Hall and marched from there to the church, the undergraduates in double file leading the way. Before entering the church the sophomores and freshmen separated to form a long avenue through which the candidates for the degree walked, preceded by the juniors as a guard of honor. After the candidates came President Goucher and Dean Van Meter, the visitors who were to take part in the exercises, and lastly, the faculty. The candidates "wore for the first time the flowing black gown and carried in their hands the regulation A.B. mortar-board caps, which were not to be donned until they had been invested with the coveted title."⁸²

The orator of the day was Bishop Charles H. Fowler. The opening prayer was offered by Bishop Cyrus D. Foss.⁸³ He was followed by President Goucher, who made a statement of the growth, material equipment, and needs of the College. "This occasion," he said, "marks for the Woman's College the beginning of years. Hitherto it has promised to be. Today it is. . . . We offer as testimony that the aim of the College is quality and not quantity the fact that with nearly 400 students and four years of decided success we admit today but five to the degree of A.B."⁸⁴

In the evening, the commencement events closed with a faculty reception in Goucher Hall to the graduates.

In a Baltimore paper of the period, some comments on the commencement exercises are in lighter vein:

Seated on the platform were Dr. Alice Hall . . . , President Goucher, and the faculty. To the left was stationed Jungnickel's orchestra, which with

waltz and polka kept the students' feet in motion as they marked time to the sweet strains. The college girls, who were attired for the most part in light summer silks and pancake hats, occupied the center section of the church, while around the outside was filled with friends and relatives. . . . (The graduates) were not burdened with flowers as is generally the case at commencements, but no doubt would have received wagon loads had not these A.B.'s put their feet squarely down and said "No flowers"—sensible girls.

The commencement exercises continued to be held in the First Methodist Episcopal Church until 1897, when, the growth of the institution requiring a larger place, they were held on three successive years in the Lyceum Theatre on North Charles Street. In 1900 the ceremonies were held in the Mt. Vernon Place Methodist Episcopal Church. In 1901 began the custom of holding the commencement in the Lyric,⁸⁵ which has continued to the present time. On a few occasions, however, circumstances made it necessary to use another place.⁸⁶ The program has always been simple, consisting of an address by a speaker of distinction, the conferring of degrees, and a statement by the president.

President Goucher's commencement statements described the progress which the College had made during the year and set forth its opportunities and necessities. Usually the latter consisted of a plea for funds. His address in 1897 furnishes an example of the methods he used in trying to secure gifts from groups. He said:

This may be the time and place to correct a serious misapprehension concerning the Woman's College, the prevalence of which has interfered with our growth. Because the College has not been compelled to make repeated appeals for emergency funds to relieve threatened embarrassment, it is assumed to be rich, able to carry on its work, and provide for the necessary enlargement for its growing attendance without special assistance. This is a great mistake. The College, like many a maiden fair, is well connected and respectable, but poor. She maintains correct style, but practices rigid economy, and often times she has to deny herself what seem to be the necessities of institutional life. She has never obtruded her necessities upon her

admirers and kinsfolk, preferring their generous impulses should anticipate her wants rather than seeking relief through importunity. . . .

COLLEGE DAY

In the early days, in addition to the public ceremony at commencement time, the College had also one other special celebration each year, usually in November and commemorative of the formal opening—College Day. The program often occupied two days and included meetings of the Board of Trustees, visits to classes and buildings by representatives of several conferences of the Methodist Episcopal Church, social functions, an address by a distinguished visitor, and on some occasions the laying of a cornerstone or the dedication of a new building. Started in the administration of President Hopkins, this custom was continued until 1898.

In the first year of Dr. Goucher's administration the College Day exercises on October 28, 1890, were held at noon in the First Methodist Episcopal Church. There was a statement regarding the College and its needs, made by Dr. Goucher, and an address on "The Influence of the Women's Colleges on Society and the Home," by Alice Freeman Palmer. The ceremony was followed by a dinner at the Boarding Hall to trustees, guests, and delegates from the faculty. There had been no formal inauguration ceremony when Dr. Goucher became president, but in the evening of this College Day there was a reception in his honor given by the Trustees to the Bishops of the Methodist Episcopal Church (then in session in Baltimore), to citizens, and to conference visitors. For the reception five hundred invitations were issued.⁸⁷

The strong impression made upon the students is reflected in the account of the occasion published in the November issue of *Kalends*:

College day was a great success . . . never before have we seen so much college spirit in our institution. . . . Six collegiate students acted as ushers,

and wearing the college colors in a graceful rosette with streamers, courteously showed the guests to comfortable seats. . . . Mrs. Palmer said "I have come to bring the greetings from all the older colleges to our youngest sister, and to congratulate you on your wonderful success during the past three years. . . ."

The pride of the Methodist Episcopal Church in the College is seen in the report prepared by Frank Mason North for the sixteen conference visitors representing several conferences at this College Day celebration. Dr. North, writing to Dr. Goucher, December 11, 1890, says, "It was a satisfaction . . . to find that our great church was able to be great in the direction of the Woman's College."

The student account in *Kalends* of the College Day exercises of November 1, 1894, is as follows:

In the evening exercises were held in First Church, to which our friends were invited and which we attended in a body. At the conclusion of the scholarly address on "College Environments," delivered by Dr. Lester Ward, Paleontologist of the Smithsonian Institution, Dr. Goucher announced that we would retire to the Biological Laboratory, the gift of Mr. Bennett, to witness its dedication by Bishop Warren. Church doors passed, the pent-up enthusiasm of the girls vented itself in yells—college and class—ending with three re-echoing cheers for Mr. Bennett. After the dedicatory prayer we were free to inspect the new building and the collection of fossils, about which Dr. Ward in his lecture had spoken as rare and interesting—the collection made by Mr. Bibbins, curator of our museum.⁸⁸

In addition to the address by Dr. Ward at the evening meeting, brief talks were given by Governor Patterson of Pennsylvania, a member of the Board of Trustees, and by Dr. Charles B. Mitchell and Dr. Charles H. Smith.

Other College Day exercises were made memorable by addresses by W. T. Harris,⁸⁹ Commissioner of Education of the United States, and President Eliot of Harvard University, who spoke on "The Happy Life."⁹⁰ The last College Day exercises with an outside speaker were held on November 17, 1898, when an address on "Success in Life" was made by Mr.

Henry Watterson, editor of the Louisville *Courier-Journal*.⁹¹ Subsequently, the Trustees decided to discontinue this expense.⁹²

IMPORTANT CHANGES IN ORGANIZATION

There were important changes in the internal organization of the College during President Goucher's administration. In 1891 the Corporators (trustees), in place of the one organization of the faculty, created two boards: the Board of Control and the Board of Instruction, the first consisting of the president and full professors of the College, with the principal of the Latin School; the Board of Instruction, of the president, professors, assistant professors, instructors, and lecturers of the College and the principal and, for a year, the teachers of the Girls' Latin School.⁹³ The last meeting of the faculty as a whole was held on May 12, 1891, and the first meeting of the Board of Control on April 18, 1891.⁹⁴ The Board of Instruction was the deliberative body of the faculty, and the Board of Control the legislative and administrative.

Two important administrative decisions were made early in 1891-92. President Goucher was planning several journeys. Consequently, at an Executive Committee meeting on September 7, 1891, the President was authorized to call on or delegate Dr. J. B. Van Meter to perform any work appertaining to his office during his absence or otherwise.⁹⁵ Thus Dr. Van Meter became virtually the vice president of the College, though the title was not bestowed upon him. Many times and on many occasions during the subsequent years he exercised such authority. Another important office was bestowed upon him at the annual meeting of the Trustees, November 4, 1891, when they acted favorably on the recommendation contained in the president's report that the position of dean of the College be created and that Dr. Van Meter be elected to the position. Dr. Van Meter set up his office and began his deanship January 1, 1892.

While the President was struggling with financial problems,

Dean Van Meter was giving wise guidance to the development of the internal administration of the College. His appreciation of its need is shown in his report to President Goucher, dated October 31, 1895, in which he said:

The time has arrived in the growth of the institution when careful organization is absolutely necessary to its healthful growth, and for the comfort of those who are working therein. A condition of things in which each member of an institution holds himself in readiness to do whatever he can do or is called on to do for the benefit of the institution is ideally perfect, but, like most ideals, beyond reach. The attempt to realize it brings about collisions, frictions, loss of time and temper and results in the less conscientious shirking their duties, while the more conscientious are burdened. Practically, a close organization with carefully differentiated spheres of responsibility, to be observed by the subordinate and respected by the superior, is most promotive of the welfare of the institution and the efficiency and happiness of co-laborers. This has never been brought about in this institution. It has drifted largely with its officers scarcely knowing what was expected of them until requirements have been made, and then they were often doubtful whether what has been required ought to be demanded. I suggest that steps be taken to remedy this defect.

One of the departments of the College becoming well organized was the office of the registrar, of which Dr. Van Meter says:

Some valuable work has been accomplished during the past year in the registration department. A new system of preserving and presenting the records of the work accomplished by the students has been put into effect. Charts upon the new system have been prepared for the college as it is now constituted, and it is purposed to present the work of former students in the same manner, as far as it may be found practicable, and as soon as the time can be spared for it from more pressing matters. I take this opportunity of saying that the work of registration with its inescapable accessories has reached proportions which seem to require the individual attention of a competent person.

Until 1903, however, the position of registrar was more a secretarial than an executive one. The registrar did secretarial and stenographic work for the dean, while carrying on the routine work of the registrar. But when Dr. Maltbie was

made registrar in 1903, he effected an organization independent of the dean's office, also introducing modern methods of record keeping and office procedure. During his incumbency the position was recognized as an administrative one, and the registrar as an administrative officer of the College. In 1907 Dr. Maltbie resigned, and Carrie Mae Probst, '04, who had been assistant registrar, was appointed to succeed him. Upon the excellent foundation laid by Dr. Maltbie, she expanded and developed the work to meet the changing needs of the College.⁹⁶

In the registrar's office a monthly publication of the College, *Bulletin of the Woman's College of Baltimore*, was started in January 1905. The Executive Committee of the Board of Trustees decided to spend five hundred dollars to try the experiment for one year.⁹⁷ It met with success and was continued until October 1906, under the able editorship of Dr. William H. Maltbie. The first number contained statements about entrance requirements, expenses, college life, and the value of college training. The *Bulletin* was sent to seniors in a large number of secondary schools, and many institutions asked for copies of it. The circulation of this publication amounted to about five thousand copies. In January 1907, the title of "Bulletin" was adopted as that under which all official publications of the College were issued.

Another move toward better organization was made when Dean Van Meter, at the meeting of the Board of Control in October 1899, proposed that a committee be appointed to draw up a plan for organizing the boards of the College, especially the Board of Control, with reference to standing committees. In accordance with this recommendation there were set up four standing committees with carefully defined duties: on admissions; on awarding fellowships, scholarships, and the second degree; on public functions and social occasions; on the library. In 1901 the standing committees were increased to eight.

In 1900, Dean Van Meter represented the College at a meeting at Columbia University for the establishment of a Joint

College Admission Board of the Middle States and Maryland and later he met with the subcommittee of the College Entrance Examination Board, which had been organized that year. The Board of Control accepted the plan of organization of the College Entrance Examination Board, agreed to send a representative to its meetings, and consented to accept its definitions but not to use its examinations as the only basis of admission.⁹⁸ By 1905, this College Entrance Examination Board consisted of representatives from preparatory schools and from twenty-seven colleges, of which the Woman's College was one.⁹⁹

In 1896-97 the first small beginning was made of what is now a well organized department of the college—the Bureau of Appointments and Vocational Guidance. At this time Dean Van Meter suggested the advisability of the establishment of a Bureau of Information in connection with the College by which graduates could be brought into relation with applicants for teachers, and to this end he moved in the Board of Control that “in the interest of our graduates we undertake to correspond with schools that may be in need of teachers.”¹⁰⁰ For a number of years a Teachers' Bureau was maintained by the Dean and Registrar to assist the alumnae in every possible way in securing positions.¹⁰¹

Toward the close of President Goucher's administration some of the strict regulations of the residence halls were beginning to be relaxed. That Dr. Van Meter was working toward this end can be seen in his report to the President in 1904, when he made a plea for changes in the rules regulating the hours for retiring and for closing the halls.¹⁰²

During this administration also, important beginnings were made in the organization of the alumnae. In the spring of 1893, Dr. Goucher told the president of the first class that he wanted the alumnae to be represented on the Board of Trustees. Steps were immediately taken to form an alumnae association.

At the close of the commencement exercises of the second class, Tuesday, June 13, 1893, the Class of '92 entertained President Goucher, Professor Boyesen of Columbia University, the commencement orator, who had spoken on "George Eliot," and the Class of '93 at a luncheon in Room 14, Goucher Hall. After the luncheon the fifteen graduates of the two classes held a brief meeting at which the Alumnae Association of the Woman's College of Baltimore was organized, its constitution adopted, its officers elected, and one of its number, Anna Heubeck, nominated for membership on the Board of Trustees. A motion had been passed recommending the Trustees to nominate each year from the alumnae of the College a new trustee.¹⁰³ Thus was President Goucher's idea carried out, and the alumnae had bestowed upon them a privilege for which the women in some other colleges had to work through many years.

Not only was there the general organization of the alumnae, but on May 16, 1899, the Baltimore Chapter was formed, and by the end of Dr. Goucher's administration there were chapters in Washington, New York, Philadelphia, Pittsburgh, and Chicago. In 1938 there were thirty-four local organizations of the alumnae, known as Goucher Clubs.

ACADEMIC CHANGES

The minutes of the Faculty and of the Board of Control show that much time during the last three months of the year 1890-91 was given to the discussion of a new study scheme with the problems of electives and of the requirements in Latin, mathematics, science, and modern languages occupying an important place. At first, the scholastic year was divided into three terms, and there were many examinations, though without a formal examination week. Great care in the oversight of students was observed; instructors filed with the Dean a written report of the progress of each of their students at Christmas, at Easter vacation, and at the end of

the year;¹⁰⁴ and increasing strictness in classification was observed. It was ruled that students were not matriculated until their deficiencies in meeting the entrance requirements were made up, and no student was allowed to carry more than one condition, except in the less important studies. The problem of the overwork of the students was often discussed by the faculty members. At one time President Goucher suggested that it might be well to consider a five-year course rather than a four-year one. Before the end of 1890-91, in order to aid the students, it was decided that each student should select an adviser from the members of the faculty, the choice to be approved by the President. If she failed to do this, an adviser should be appointed by the President.¹⁰⁵ The students were very serious in these early days and eager to take up heavy schedules to supplement their inadequate preparation and to satisfy their craving for knowledge. A student commented:

If there were any characteristic features of our college life which are worthy of admiration, we cannot do any harm, and might revive our poor drooping college spirit, by considering them. There is one which is especially noticeable, because it is not a common feature in either American or foreign colleges. This is the amount of hard work that is done by *all* the students. There is no differentiation into the "fast set" and the "digs." The general atmosphere is studious, of course, but the atmosphere in which each student moves is also studious. There is not by any means a dead level either of dullness or brilliancy, but every one, dull or brilliant, studies.¹⁰⁶

At the meeting of the Board of Control in October 1893, the questions of overcrowded schedules were considered. Dr. Froelicher wrote many years later:

The first Goucher faculty consisted of young men and women or of such as were in early middle age. It was inspiring to be part of it. Each one was bent on doing his best, on making his department the best in the College. Teachers were exacting in demands on their students, but they were equally exacting in their demands on themselves. Out of this ambition arose, of course, the danger of overworking the students, and from time to time we had to come to terms with each other and learn to respect each

others' claims on the time and vitality of our students. Serious danger to the cause was overcome by successive schedules of intensive rather than extensive curricula, courses being scheduled at one time for five hours weekly, later for four hours weekly in each subject. This meant that a student could not take more than three courses each semester while the schedule consisted of five hour courses, or at most, four when it consisted of four hour courses.¹⁰⁷

By 1901-02 the three terms with which the Woman's College started were changed to two semesters, and soon the inevitable semi-annual examinations began. In 1904, for the first time, a week was set aside for mid-year examinations.¹⁰⁸ There was, of course, no lack of comment among the students.¹⁰⁹

Since the degree of A.M. was to be awarded by the College for the first time in 1894, certain regulations were made in reference to it. It was resolved that this degree should not be given to any except graduates of the Woman's College unless they spent a year in residence.¹¹⁰ Professor Hopkins was appointed to draw a plan for the A.M. diploma. The graduate students were to be distinguished from the undergraduates by wearing a blue tassel on their caps.¹¹¹

The first student to receive the A.M. degree was Anna Lewis Cole of the Class of 1892. There were never many students working for this degree. In 1894 it was received by one student; in 1895, two; in 1893, one; in 1899, two; in 1901, one; in 1903, two; in 1904, one; in 1906, one; in 1907, one; in 1908, one—thirteen in all. Of these, twelve were graduates of the Woman's College. In June 1908, the granting of this degree was discontinued on the ground that, since the candidates for the degree took the same courses as undergraduates, they were not pursuing work of a graduate character.¹¹²

A valuable privilege for the students was obtained during 1893-94. At the February meeting of the Executive Committee, the President was authorized to procure a student's table in the Biological Laboratory at Wood's Hole, Massachusetts. In March, Dr. Goucher reported to the Board of Control that two tables had been secured, and the Board appointed Lydia

Van Meter, a special student, and Mary Owen Dean, a junior, for the places.

At the annual meeting of the Board of Trustees on November 5, 1896, an important decision was made in the creation of two fellowships for foreign study, each having a cash value of \$500, the first to be awarded in June 1898. This award was made to Waunda Hartshorn, '98. In 1899, both fellowships were awarded by the College, one to an alumna and the other to a member of the senior class.¹¹³ This plan was followed for some years, until the financial difficulties of the College necessitated changes. Soon after the establishment of the fellowships, a standing committee on fellowships was appointed consisting of President Goucher, Dr. Welsh, and Dr. Froelicher. The last year of President Goucher's administration, the Alumnae Association began its award of the Dean Van Meter Alumnae Fellowship.¹¹⁴

The year 1904-05 is notable for the establishment in the Woman's College of a chapter of Phi Beta Kappa. At the triennial council of the United Chapters of the Phi Beta Kappa Society held at Saratoga Springs in September 1904, a charter was granted to the Woman's College of Baltimore.¹¹⁵ Dr. Maltbie conducted the negotiations relative to the application for the chapter.¹¹⁶ The organization of the local chapter was in the hands of the Phi Beta Kappa members of the college faculty—President Goucher, Dr. Hodell, Dr. Metcalf, Dr. Maltbie, and Dr. Gates.¹¹⁷ These charter members announced the election of thirty-two original members from the list of five hundred and fifty-two alumnae, almost all of whom had pursued graduate work since leaving the College. From the senior class of 1905 with seventy members, nine were chosen. The chapter, known as the Beta of Maryland was installed on May 18, 1905. An address on "Ideals in a Commercial Age" was delivered by Dr. Hamilton Wright Mabie.¹¹⁸ In the years since the establishment of the chap-

ter many distinguished men and women have come to the College as Phi Beta Kappa orators.

In one pioneer department, that of physical training, the College took special pride. It is reflected in the report of the conference visitors of 1891, in an address of President Goucher, and in the college catalogue in which there is the following statement: "The effects of this training upon students of the Woman's College has been gratifying and sometimes surprising. Its benefits appear very quickly in a more graceful poise, a more erect carriage, a firmer and more elastic step, and a freer movement. Students who in former years have been unable to continue their studies through a whole year consecutively, find themselves now able to do so with ease. In some cases serious spinal curvature has rapidly yielded to proper treatment and accompanying deformities have been corrected."¹¹⁹ Not only was the department appreciated within the college circle, but as soon as the gymnasium opened it obtained the favorable attention of educators. In a signed article in the *Baltimore Sun*, Dr. E. M. Hartwell, professor in physical training and director of the gymnasium of the Johns Hopkins University, said, "The best equipped and organized gymnasium for girls and women in the entire country, so far as I can learn, is the . . . gymnasium of the Woman's College."¹²⁰

It was through this department also that the College had its first intercollegiate contact. At what was considered the most important meeting of its kind ever held in this country—the Conference on Physical Training held in Boston at Thanksgiving, 1889, at which Dr. W. T. Harris, United States Commissioner of Education, presided—the Woman's College of Baltimore was represented, and Dr. Alice T. Hall, the head of the department, made one of the addresses, explaining the reasons why she had chosen the Swedish system as the basis for gymnastic work.¹²¹

The effect of the Swedish system, which laid its stress upon

the development of the respiratory and circulatory systems, rather than upon the muscular, fully justified the wisdom of her choice, not only in the improved physical well-being of the students, but also in the favorable effect on their work. In those earliest days there was the same relation between excellence in athletic work and academic standing that has obtained since. President Goucher commented that an excellent idea of the general standing of a student in the College could be gained by a glance at her record in the gymnasium.¹²² And in quite recent years, among those who obtained honors for sports, there were four who were elected to Phi Beta Kappa.

The rule making physical training obligatory was strictly enforced, the Board of Control in 1891 ruling that no student be excused from gymnasium work. It was applied even to students in music, and when there was a conflict between music and physical training, the music had to give way.

The public interest in the excellent facilities for this work led to constant application for instruction in the Swedish system of gymnastics and of measurements. To meet this demand a two-year normal course for teachers was arranged in 1893-94. It was intended that the course would offer the same instruction as could be found at the Royal Central Institute at Stockholm.¹²³ This, one of the few efforts of the College to offer extension courses, did not meet with much success and was soon given up.

In 1894, Dr. Lilian Welsh came to the College as professor of physiology and hygiene and medical adviser. Previous to her coming, this department had had various vicissitudes. Dr. Alice J. Hall took charge in 1889. In 1891, she married Dr. Chapman of the mathematics department of the Johns Hopkins, but she remained at the College for one more year. Dr. Mary V. Mitchell came in 1892 and stayed until 1894, when she too was married. Dr. Froelicher wrote in *Donnybrook Fair*, 1929: "It was then that Dr. Lilian Welsh was appointed to what the *Sun* termed the Matrimonial Chair at Goucher.

She broke the ban. For thirty years her brilliant mind, her deeply scientific spirit, her strong personality, her pungent wit, her frank criticism of the foibles of women (and men!), her ceaseless labor, her sympathetic nature, built up one of the great departments of Goucher College or of any College."

Dr. Welsh inaugurated at the Woman's College the first unified department of physical education under which physical training, together with scientific instruction in anatomy, physiology, and hygiene were required of every student. Her work along this line was pioneer work of which the College is justly proud. Twenty years after her coming Dr. Welsh wrote as follows of the department: "Goucher College at the time of its organization took advanced ground in the teaching of hygiene and the relation of the College to the health of its students. In other women's colleges, at that period, women physicians were attached to the administration mainly for the purpose of providing care for sick girls. Teaching was limited to one hour a week in the freshman year—a few lectures on personal hygiene. At the Woman's College, a woman physician was made head of a department of hygiene and this department was made coordinate with other departments of the College, its head having the rank and emoluments of a full professor. The care of sick girls was made secondary to preventive work along educational and practical lines. The success of this policy has never been seriously questioned, and today other women's colleges are adopting some similar plan."¹²⁴

The solicitude of the College in caring for the physical well-being of the students led to an enviable record for health. In 1908 the statement was made that "no contagious or infectious disease has ever gained headway among the resident students. Only two deaths have occurred among residents, and in both these cases the student came from her home with the sickness that terminated fatally."¹²⁵ The fact that among the 596 alumnae of the College in 1906 there had been

only six deaths is further testimony to the wise attitude taken by the institution toward the physical training of its students and is also a refutation of the idea that four years of college work has a tendency to impair the health of the student.¹²⁶ In reporting to the Trustees in 1900, President Goucher stated that about 98 percent of the students improve in health from the time of their entrance to that of graduation.

In another department also, the College did pioneering work. In his report to the Trustees in 1893, President Goucher called attention to the fact that the Woman's College of Baltimore was the first college for women to provide through the year a four-hour required course in political and social science. The first undergraduate course on the subject of the family was also given at Goucher College in 1917.¹²⁷ These courses, taught by Professor T. P. Thomas, are among the important "firsts" to which the College points with pride.

STUDENT INTERESTS

Of the student life of the nineties Professor Butler wrote:

The student life of the College reveals the presence of high ideals, powerfully felt, and striven after earnestly. The spirit animating the students is one of industry and progress. The College is pre-eminently a college for work, a place in which serious women engage in arduous intellectual pursuits. But while the college work stands first in the minds of all, the students make it their own constant endeavor, by individual and organized effort, to broaden out the college life and to enrich it in as many ways as possible. The Social Science Club, the Young Women's Christian Association, The College Settlements Association, the Biological Club, the Chemical Association, the Art Club, the Schiller Kränzchen, the Glee Club, and other societies, literary, athletic, and social (not to mention flourishing chapters of Greek-letter fraternities) multiply opportunities for enjoyment and diversified effort. The chief literary expression given to the life of the College is found in the monthly paper, *Kalends*, and in the college annual, *Donnybrook Fair*.¹²⁸

In the chapter on "Student Life" a detailed account will be found of the students' activities, organizations, and tradi-

tions, many of which began in President Goucher's administration. In the present chapter may be included a few items of special interest to the students, though not originated by them.

An important aspect of student interest in the early times centered in the chapel service, which until 1899 was compulsory.¹²⁹ Since the College in those days had no place for its own morning services, they were held in the Chapel of the First Methodist Episcopal Church. A covered bridge of wood connected Goucher Hall with that building. There lectures, concerts, and other entertainments were likewise given. Indeed it was only after the erection of Catherine Hooper Hall in 1893 that the College possessed any other auditorium. Chapel services continued in the First Methodist building until the construction of the present chapel in Dr. Guth's administration, but after 1893 the more secular events were held in the auditorium of Catherine Hooper Hall, then the Girls' Latin School. This was much smaller and less attractive than the room into which it was remodeled in 1916.

For the first four years, the college chapel began at 8:45,¹³⁰ but in September 1892, the time was changed to ten o'clock for the convenience of students who lived at a distance. In the earliest years the most careful record of chapel attendance was kept in the office. During one of the first years a student proctor, stationed at the chapel door, had large cards on which the matriculation numbers of all students were arranged in due order. As each one came in, she called out her matriculation number, which was duly checked. To this day one of the students remembers her number in order of entrance to the College because day after day she reported it to the proctor.

In 1899, when attendance at chapel was made optional, the Board of Control ruled that a college choir should be formed, the earlier one having disbanded. This was done

under the leadership of Mrs. Shefloe. A choir has been maintained to the present time.¹³¹ Various efforts to stimulate attendance at the chapel service were made by the Y. W. C. A.,¹³² by the Students' Organization, which instructed the proctors to "speak to any one not found in chapel during chapel hours,"¹³³ and further by the Dean himself, of whom *Donnybrook Fair* said: "Attendance upon chapel exercises is not compulsory at the Woman's College, but the Dean sometimes encourages a few delinquents towards the better things, as he takes a morning constitutional down the main hall."¹³⁴ An effort was made to induce not only the students to attend, but also the faculty. When the President notified the members of the faculty of their reelection he informed them that they were expected to attend chapel regularly.¹³⁵

On their side, the students suggested ways in which the service might be made more interesting—by music for entrance and exit, by responsive readings, and by brief addresses by the faculty or some noted person living in or near Baltimore.¹³⁶ Through the Students' Organization they urged their members to be less talkative and more reverent.¹³⁷ They recorded one month their pleasure in being addressed at chapel by the Reverend John Timothy Stone, Dr. Curtis Lee Laws, and Dr. Howard A. Kelly. "These services have become a real pleasure to all, as new life is infused into them by the processional and recessional music and the hearty singing of the Glee Club."¹³⁸ In 1906 the Students' Organization ruled that students should wear academic costume to chapel every Friday and that they should proceed to chapel by classes, the seniors leading. During all of Dr. Goucher's administration the hymn sung at the opening chapel each fall, as well as the one always included in the commencement exercises, was "Holy, Holy, Holy." It is associated with President Goucher, as "Lead on, O King Eternal" is with President Guth.

In the fall of 1891, the names of the classes were changed from first, second, third, and fourth collegiate to the more usual freshman, sophomore, junior, senior. The attitude of

the students toward this is reflected in an editorial in the November *Kalends*: "Why should we not adopt the old accepted way of the world, since eccentricity is not here a virtue, for we have no principle at stake but seemingly eccentricity for its own sake alone." It is reported that the drooping spirits of this season's entering collegiate class at being assigned seats in chapel that they did not like were somewhat revived by having Dr. Van Meter address the class of '95 as the "Freshman Class." There was practically no distinction between classes until a well remembered day in June 1891, when Dr. Van Meter announced the names of the five who would be the real seniors in rank.¹³⁹ When the College opened in 1888 it offered the studies of the freshman year only. With each succeeding year the advanced studies were added, until in 1891-92 it was giving the full college course of four years.¹⁴⁰

Interesting lecturers came to the College during the first year of Dr. Goucher's presidency. Professor R. G. Moulton, who later taught at the University of Chicago, spoke twice on the "Literary Study of the Bible." Professor R. N. Rogers of Dickinson College gave two lectures on "Assyrian and Babylonian Archaeology," and Dr. James M. Buckley of New York lectured twice on "Practical Hints for Mental Culture."¹⁴¹ The public lectures were especially appreciated by the students of this early period because they had few organizations and few extracurriculum activities. They also served a useful purpose in interesting the people of Baltimore in the new college. They were usually held in the late afternoon, and were well attended.

Indeed, all through Dr. Goucher's administration, the college community was stimulated by the visits of lecturers from outside. Some years later—in 1901-02—a student commented on them:

We value very highly among our privileges our unusual number of fine lectures. Among the varied subjects, literary, biological, sociological, everyone finds what is of special interest or special aid in her chosen work.

But all are certainly interesting and instructive, and this is realized by the students more than ever before, it seems, by the good, indeed crowded, attendance upon each lecture. This broadening element of a college course is quite as important, we must rightly know, as the regular daily work, and usual outside club and society interests.¹⁴²

The students also enjoyed lectures given by members of the faculty—Dean Van Meter, Professor Butler, Professor Froelicher, and Professor Shefloe in the early times. In 1903-04 two courses of public lectures given by members of the faculty attracted the attention of the outside world as well as of the college community. With a series on "The History of Art," Dr. Froelicher began wielding an influence which, throughout the rest of his life, was to be important in fostering the interest of the people of Baltimore in that subject. The other course of lectures on "The Theory of Organic Evolution" was given by Dr. Metcalf in such form as to appeal not only to students of science but also to those whose primary bent was in other directions.¹⁴³ Dr. Metcalf's lectures, together with his book, *An Outline of the Theory of Organic Evolution*, led to a storm of popular criticism and much newspaper controversy.¹⁴⁴ But the administration stood firmly for the principle of academic freedom in this department as well as in that for the study of the Bible, which also incurred its share of outside censure. The students were further stimulated by hearing of the experiences of faculty members who travelled. Dr. Charles C. Blackshear, professor of chemistry, gave talks illustrated by his own photographs of oriental architecture—a subject that later entirely absorbed him. President Goucher frequently shared with the students his intimate knowledge of conditions in Mexico, the Near East, and the Orient, gained through his extensive travels. On his return from Mexico the students "listened to a charming little talk by our President. . . . So real were the pictures he reproduced for us from his own recollections of that country, that we would fain treasure up for future enjoyment this 'yarrow' of unvisited

delights.”¹⁴⁵ In 1895, after spending two months in Egypt, he lectured on the Near East, exhibiting at the same time a beautiful collection of photographs which he had brought home with him.¹⁴⁶ From these two trips President Goucher brought back valuable additions to the college museum which, on the second floor of Goucher Hall, had begun to grow and to attract the attention of the students. From the trip to Egypt he secured many things of historical interest at great trouble and expense. A contemporary paper gives the following account:

The Woman's College has come into possession of two mummies secured by President Goucher during last winter's visit to Egypt. They were taken from the tombs at Fayum on the Nile and are identified with the Ptolemaic era. One of them is a full-grown woman of the plainer class, coffined after ancient Egyptian custom. The other is that of a girl, supposed from the decorations upon it, to be connected with some early royal family . . . The two specimens were obtained by President Goucher through the assistance of Brugsch Bey, director of the museum at Gizeh near the pyramids, the repository of the most important Egyptian relics gathered during the years 1885-1895.¹⁴⁷

Subsequently, the royal mummy was identified as a princess of the 21st dynasty and the other as a middle class woman of the Ptolemaic period.

On Dr. Goucher's return from his oriental trip in 1897-98 and again in 1906-07 he lectured to the college community and brought back valuable and interesting objects for the museum, including some ancient manuscripts, coins, and armor, as well as shells, sponges, and corals.¹⁴⁸ And as a result of his meeting with Lord Elgin, with whom he had spent a morning discussing educational matters, the library was presented with a collection of rare works on India.

One of the subjects of interest to the students of the nineties was woman's suffrage. Faculty champions were to be found on both sides. Two centers of discussion were the sophomore class in physiology and hygiene and the class in sociology.

The following account of a class debate shows what deep feeling there was:

The professor of sociology at the Woman's College created unusual excitement among the students yesterday by announcing that the subject of debate for a certain hour would be "Woman Suffrage."

The members of the sociological class were the only ones supposed to participate in the debate, and they alone were entitled to vote on the question. But their excitement over the debate kindled the interest of the other girls, who crowded into the classroom and eagerly took in the proceedings.

Each girl of the class was allowed a two-minute speech, but each one felt that she could speak for hours and endeavored to crowd into the two minutes an appalling amount of condensed eloquence. The auditors applauded or murmured disapproval, and at one time broke into a resounding hiss at the expression of opinion on the part of a mild maiden, who said she coincided with a popular belief that "women are guided by sentiment, not reason." This was too much for the rest of the cap-and-gown sisterhood at large, and their excitement reached the boiling point.

The girls who did not favor woman suffrage spoke of "woman's sphere," of the possibility of participation in politics destroying womanliness, and of the fear that the voting woman would not look after her husband's comfort sufficiently. They argued that with woman suffrage the home would be neglected and the children left to wash their own faces, that women in general were not educated up to politics, and that the best women would not be voters.

The advocates of woman suffrage swooped down on their opponents with an avalanche of arguments.

"What is this talk about sphere?" cried they. "What is this sickly sentimentality about sentiment and reason? Woman's sphere is not fixed immutably. A thousand years ago it was wholly different from the sphere of today. Then it was not consistent with woman's sphere to learn to read and write. A thousand years from now there will be another sphere. The proper sphere of woman is in doing what is right. When you say that women are not fit to vote and that men are, you admit that we are inferior to Coxey's raiders. We are not educated up to it, you say? Well, let us educate ourselves. You say that the good women will not vote. Nonsense! The good women will be the ones to see the advantages of suffrage, and even if illiterate women join in, are there no illiterate men voters? As to the home, a visit to the polls will not be any more an interruption of duties there than it is to the business men."

And so the debate continued, pro and con, until when the vote was taken a tie was the result.

After the class-hour the students continued the discussion in the corridors, and the excitement was greater than it had been since the day of President Cleveland's election, when the girls voted on the tickets.¹⁴⁹

Some years later, when the Woman's National Suffrage convention met in Baltimore, a request was presented to the Board of Control that the students of the College, attired in cap and gown, be permitted to act as ushers on College Evening. The request was granted.¹⁵⁰ At the time, Dr. Goucher was away on one of his trips, and Dr. Van Meter was in charge of the College. Of what happened at a subsequent meeting of the Board, Dr. Welsh tells the following story:

After the business of the meeting had been transacted, Dr. Goucher took from the table what I recognized as an advance program of the suffrage convention. He was not in sympathy with the suffrage movement, and his views were shared by the majority of the professors . . . Very quietly but with evidence of some feeling he said: "I have in my hand a program of the suffrage convention to be held in Baltimore which states that on Wednesday evening students of the College will act as ushers in cap and gown. I should like to know who is responsible for this statement." For a minute there was a tense silence, then Dr. Van Meter said: "I am responsible. This will be an important occasion for college women. Bryn Mawr, Wellesley, Smith, Mount Holyoke will be represented on the program by prominent members of their respective faculties. The Woman's College of Baltimore should have a place on this program and I have taken the liberty of selecting a representative group of our students to act as ushers." The deed was done, and the unwisdom of withdrawing permission was so obvious that no action was taken. Not only did the students turn out in a body on college evening, but Dr. Van Meter was on the platform to deliver the invocation with which the meeting opened.¹⁵¹

In the spring of 1898 and through 1898-99, the life of the College was somewhat influenced by the Spanish-American War. The students wore silk flag badges or buttons, discussed war reports between classes and in the residence halls, and sang patriotic songs. Some of them protested against

the Spanish flag "that still holds its place among the flags of all nations as a decoration of the language classroom." In a chapel talk Dean Van Meter said:

Our country's flag is afloat to denote our loyalty, but the attitude of the College is one of regret that the government considers war as a necessity. For myself I do not consider war a necessity, and feel that it is to be deplored that in these days of advanced ethical ideas and means for the adjustment of social problems, instead of arbitration, the nations resort to the methods of primitive civilization to settle national disputes. So we continue to teach Spanish in our College but are loyal and not demonstratively warlike.¹⁵²

At another time Dean Van Meter, having learned that some of the students were anxious about their safety in Baltimore during the war, "allayed their fears by some wise and witty remarks at chapel. . . . President Goucher followed with a few remarks regarding the safety of Baltimore."¹⁵³

Interest in the war awakened in the students a desire for a larger knowledge of current events, and this found expression in the setting up of a new bulletin board, upon which was displayed a digest of news of the world.¹⁵⁴ And on Class Day 1899, the president of the seniors, Elizabeth Freeman Barrows, spoke thus of the influence of the conflict:

Stirring national events have marked our course and the distant clash of arms has awakened sympathetic echoes in our little secluded world. Whether we believe in territorial expansion or not, discussions of these questions have expanded our knowledge of men and countries little known before, have given us an insight into international relations, and have taught us something of the meaning of the "White Man's Burden."

It is interesting to note that the Woman's College joined with the rest of the world in marking the death of Queen Victoria, and on January 29, 1901, a memorial service arranged by a committee of the Dean, Dr. Hodell, and Dr. Thomas was held in the chapel, which was crowded with faculty and students. Addresses were made on "Historical Aspects of Queen Victoria's Reign," on "Victoria the Woman," on "Literature

of the Victorian Period," and on "Social Aspects of Queen Victoria's Reign." The College Glee Club sang Kipling's "Recessional," and the president of the Class of 1904, Ten-nyson's "Crossing the Bar."

NECROLOGY

Shortly after College Day 1894, a great loss came to the College in the death, on November 8, of Professor William Curns Lawrence Gorton. This was the first death among the faculty since the College opened in 1888. There is a biographical sketch of Dr. Gorton, written by Professor Butler, in *Donnybrook Fair*, 1896. Dr. Gorton, in addition to his work as professor of mathematics and astronomy, served the College in other ways, especially in helping to organize it in the days when there was no dean. The last thing he did for the College was to serve as acting dean during the illness of Dean Van Meter in 1894. The affection and esteem in which he was held by the students is expressed in the tribute paid to him in Dr. Butler's article. On February 3, 1895, a portrait of Dr. Gorton was presented to the College by the faculty, and it has hung in the mathematics room. The alumnae also showed their esteem for Professor Gorton by establishing the Gorton Memorial Fund, the income of which was to be used for books, periodicals, or equipment for the department of mathematics and astronomy. This gift, completed in 1901 and amounting to \$1065.10, marked the first effort of the Alumnae Association to contribute money to the College for a fixed purpose. Year after year the use of the income is reported to the Association by the chairman of the mathematics department. In the long stretch of the years it has been of genuine use to the department.

Later in the same year, 1894-95, the College suffered another loss in the death, on February 28, 1895, of Dr. Lyttleton F. Morgan, the president of the Board of Trustees for

five years and one of the most devoted friends of the College. By the terms of the will of Dr. Morgan, the Woman's College was the principal legatee.¹⁵⁵ This legacy gave the College its first endowed chair, which was known as the Morgan Professorship for the Promotion of the Study of the Bible in the English Version and was devised by Dr. Morgan as a memorial to his deceased wife, Susan Dallam Morgan to whom he was tenderly attached. This bequest, added to the other gifts made during his lifetime, made a total endowment of sixty thousand dollars. Dean Van Meter, in an address made November 1899, at the time of the presentation of Dr. Morgan's portrait to the College referred thus to the way in which the money for this first endowment had been accumulated:

Dr. Morgan possessed the peculiar business traits which favor the amassing of money and Mrs. Morgan's assistance and inspiration were helpful here as in the matter of his studies. Down to the time of the Civil War, while he had occupied some of the most conspicuous pulpits of the Conference, he had never received a salary exceeding \$900 a year. He lived simply but comfortably; he was generous to those in need; he moved in good society; he contributed systematically and even largely, for his circumstances, to all the benevolences of the church in which he was interested. Yet by the time he had reached three score and ten he had gathered a modest competence of about eighty thousand dollars.

During the later part of the summer of 1900, the college community lost a valued member in the sudden death on August 9 of Professor William H. Shelley, principal of the Girls' Latin School from the time of its organization in 1890 until his death and member of the Board of Control of the College during his principalship. With his death, the representation of the Girls' Latin School on the Board ceased. President Goucher, in his report to the Trustees, paid this tribute to Professor Shelley: "He had completed forty years of successful work as an educator, was a man of excellent qualities, and greatly beloved. The imprint of his influence will abide in the minds of thousands who have been under

his instruction." In his will Professor Shelley left a bequest to the College of \$10,000 for the endowment of four scholarships.

In the early part of 1902-03, we find in the report of the Dean and of the Board of Trustees intimations of a great sorrow that was to come to the College. Dr. Van Meter closed his report to the President with a sentence referring to the "circumstances that hamper your activity and cloud your happiness at the beginning of this session, . . . and . . . asking too, as a favor, that you will let me lighten your burdens wherever I can."

The Trustees took the following action:

The Board of Trustees desire to place on record its profound appreciation of Dr. Goucher's great services to the Woman's College and to the church, and profound regret at his illness and that of his devoted wife. The Board earnestly hopes for the full and speedy recovery of both, and to this end gives the President entire freedom from services and duties so far as he can secure it.

For several years Mrs. Goucher had been in failing health, but only a few of the many who loved and admired her knew that her life was nearing its end. To many of the members of the Woman's College it came as a great shock when Dean Van Meter at chapel, on December 19, 1902, the day before the holidays, brought the sad announcement of Mrs. Goucher's death.¹⁵⁶ Her funeral service at Alto Dale was simple and impressive, and in Druid Ridge Cemetery, which had once been a part of the Turner Farm, her body was laid to rest, near the spot where many years before she had first met Dr. Goucher.

Of the many loving tributes paid to her memory we may select one from *Kalends*:

One of the best loved friends of the College has passed into the Peace beyond all earthly dignities.

In the sorrow felt by everyone in the College who was ever associated with Mrs. Goucher there is an unusual uplifting element, for with the full

realization of our loss there comes a deepened consciousness of the privilege that has been ours in having felt the inspiring influence of her gentle presence among us.

The art of right-living is always difficult, for it demands so much that to those of us who are blessed with bodily strength it seems little short of a miracle to find ill health no bar to a soul in its great task of happiness. And although Mrs. Goucher was never very strong physically, yet her spirit was brave enough to rise above the limitations of weakness, and she lent to others only strength and healthfulness, which in its proper sense, has been suggested as another word for holiness.

Her kindly hospitality and sweet womanliness made her home-life ideal, and her doors were always open to receive those whose interests or affections were in any way bound up with those of her family or the College.

Seldom does the wife of a college president come in such close contact with the college life as Mrs. Goucher did, and those who knew her cannot but feel that her life has been, and always will be, one of the molding influences in the history of our college, for the memory of one so steadfast in faith, joyful through hope, and rooted in charity cannot fail to be an enduring power for good throughout the years to come.

She was one of those who "have worked well, who have won love by loving, who have been brave and true, and she lives on in power, lives on in all those who remember her, and will bring forth fruit in them." There is nothing lost of such a life. We believe the clear conception of every good gift as an eternal force to be one of the greatest thoughts that has ever come into men's minds, and a most inspiring part of the creed of the modern thinker, and we cannot enter upon the new year without a feeling of solemn thankfulness for the example of a woman who has added so much to "the impetus that is bearing humanity onward toward a richer life and higher character."¹⁵⁷

After Mrs. Goucher's death the Alumnae Association laid aside the work on which it was engaged and sought to commemorate her life and what it had meant to them. They asked that their memorial for her be set up in the central pavilion of Goucher Hall, opposite the main entrance, the place which is, more than any other, the center of the life of the College. There the classes of 1892 to 1903, in loving remembrance of their "exemplar and friend," placed three windows. With simple ceremonies at commencement time, June 5, 1905, the windows were unveiled.

Their design is an original conception of Mr. Frederick Wilson of the Tiffany Studios whose reputation as an artist on windows is second to none in this country or Europe. It was executed under the immediate supervision of Mr. Louis C. Tiffany. Through the invention of favrile glass Mr. Tiffany had added to the stained-glass craft a means of obtaining effects of coloring heretofore unknown and considered impossible, and in these windows much of the delicacy of effect and many rare tones are attributable to that factor.

The windows are not of one size, but consist of a center opening, broad and slightly arched, and a narrower but much taller opening on either side of this.

In the center is a noble figure, blindfolded, bearing a graceful scroll inscribed with the confession, *Credo*. On each side of this figure and on the same panel is a child angel holding a torch in one hand symbolizing the light of the Spirit, and in the other a shield, the emblem of defense or security. Thus guided and protected Faith fearlessly advances, treading underfoot a laurel wreath, the symbol of earthly glory.

In the north opening is a beautiful figure representing Simplicity, holding in her left hand a scepter which symbolizes "the anchor of the soul, both sure and steadfast" while on her right hand confidently rests a dove, artless and unaffected, bearing an olive branch.

In the south opening Love is personified by a woman of gracious mien caring for a child which snuggles in her bosom. In her right hand she holds a scepter on which is upraised a glowing heart. This window was the special gift of the class of 1901, of which Mrs. Goucher was the honorary member.¹⁵⁸

Love and Simplicity and Faith! May the students of the Woman's College of Baltimore ever associate them with Mrs. Goucher's name reverently and gratefully, and may they strive to be not unworthy of the beautiful exemplar.¹⁵⁹

Many years later, in 1932, the alumnae again showed their love and reverence for Mrs. Goucher by choosing her birthday, March 22, for Goucher Day—the day when Goucher women around the world direct their thoughts to their Alma Mater.¹⁶⁰ What more appropriate focus of time for such pronounced college attention could be chosen than the birthday of the gracious, womanly woman whose name the College bears?

GROWTH IN ENROLMENT AND BUILDINGS

The period of Dr. Goucher's administration was one of great expansion, both in the number of students and in the

number of buildings. When he became president there were forty collegiate students; at the end of his presidency there were 341. In 1891-92, the year when the first class was graduated, there were eighty-eight college students; in the mid-nineties, 1895-96, there were 226; in 1899-1900, 301; in 1904-05, 326; in 1907-08, 341. These figures, however, do not include the full number of young women receiving instruction, whether collegiate or subcollegiate, in music or in art, in Goucher Hall. We get some idea of the complete enrolment in 1891-92 from the following statement: there were on the entire roll, as reported in the spring, 320 students, 60 of these doing full college work, 35 taking special courses, 80 in the departments of music, art, and elocution, and the remainder, 145, in the Latin School.¹⁶¹ President Goucher reported to the Trustees the enrolment of 1893-94 as follows: graduate students, 5; college students, 165; Latin School students, 172; special students, 11; a total of 353. Of these 84 were entering freshmen. In 1896-97, he stated that there were 82 freshmen, 60 sophomores, 39 juniors, 40 seniors, 4 graduate students, and 6 special students. In 1891-92, President Goucher made the statement to the Trustees that 40 percent of the students lived in Baltimore and 60 percent came from twenty-one states, including Maryland. In the fall of 1894, it was reported that students came from every state in our country but two. In 1896, the Trustees were informed that among the students there were 76 whose homes were in Baltimore, 142 residing in the college halls, and 22 from outside the city but not living in the halls. The proportion of city students to resident students has continued in about this latter ratio, one third of the group coming from Baltimore and two thirds from outside.

When Dr. Goucher became president there were three buildings, Goucher Hall, Bennett Hall, and the first residence hall, Home A (Alfheim). By the fall of 1895, two houses on Calvert Street had been purchased for the use of the special

department of music, five new buildings had been erected, and Dr. Goucher's town house had been built. After these first five years of great activity there was no further building in this administration except the Power House, erected in 1902-03 and called the Shaw Power House in honor of Major Alexander Shaw, who bequeathed most of the funds used for the building.

The Trustees, looking ahead to the expanding needs of the College, purchased ground, and by the end of 1892-93 they owned six acres in the neighborhood of the College.¹⁶² Upon this ground buildings were erected to meet the rapid growth of the institution. Home B (Glitner) was opened in January 1893; Catherine Hooper Hall was ready for use by the preparatory school—the Girls' Latin School—in September 1893 (when Home A was also turned over to the same group); Home C (Fensal) was ready for students in the fall of 1894; and Home D (Vingolf), the following September. Through the liberality of Mr. B. F. Bennett a second building was presented to the College. This structure, known as Bennett Hall Annex, was similar in architecture to the gymnasium building, with which it was connected by a beautiful stone bridge. It was ready for use in the fall of 1895 and provided for the pressing needs of the departments of physiology and biology.¹⁶³

The breaking of ground, the laying of cornerstones, and the dedication of these buildings provided ceremonies in which the college community took much interest and great pride. Sometimes these observances overlapped. On College Day 1893, Catherine Hooper Hall was dedicated, the completion of the brick work of Home C was marked, and ground was broken for Bennett Hall Annex.¹⁶⁴

The three new residence halls were built of red brick with sandstone trimmings of similar design to the first one. The scheme of naming the homes alphabetically was intended only for temporary use, for the College hoped to have gifts

presented for the purpose of making the boarding halls memorial buildings. Though such donors were not forthcoming, nevertheless, in the spring of 1899, the names of the college homes were changed. For some years there had been much dissatisfaction about their alphabetical designation, and in response to this feeling Dr. Goucher once announced that if the students would hand in suggested names the most appropriate would be selected. In the winter of 1897-98, while President Goucher was away, the students sent to the Executive Committee of the Trustees a request for specific names to be given to the homes. When no immediate action was taken they tried to take the matter into their own hands, deciding to call Home C, Gorton Hall; Home D, Irving Hall; and Home A, Fisher Hall in honor of Mrs. Goucher. With the exception of Irving Hall, however, the names were little used, and no official action was taken in regard to them.

At the banquet of the Alumnae Association, June 8, 1898, Professor Joseph S. Shefloe, whose forebears came from Norway, suggested that the homes be named after the abodes of deities of the old Norse mythology. Such a source had never been used elsewhere, and the idea met with favor in all directions. Thus Home A became Alfheim Hall, Home B, Glitner, Home C, Fensal, and Home D, Vingolf. Alfheim was the home of the Light Elves, which the gods gave as a gift to Odin; Fensal was the mansion of Frigga, the wife of Odin and mother of the gods; Glitner was Forseti's golden hall that glittered like the sun and was the best seat of judgment among gods and men; Vingolf was the "abode of the goddesses, a mansion of bliss."¹⁶⁵ For a number of years subsequently Norse names were given to the houses purchased and adapted for residence use.

The urgency of the need that compelled the erection of Catherine Hooper Hall and the source of the funds that made it possible to do so have been treated earlier in this chapter. The building is of granite, with red tile roof, and is of the

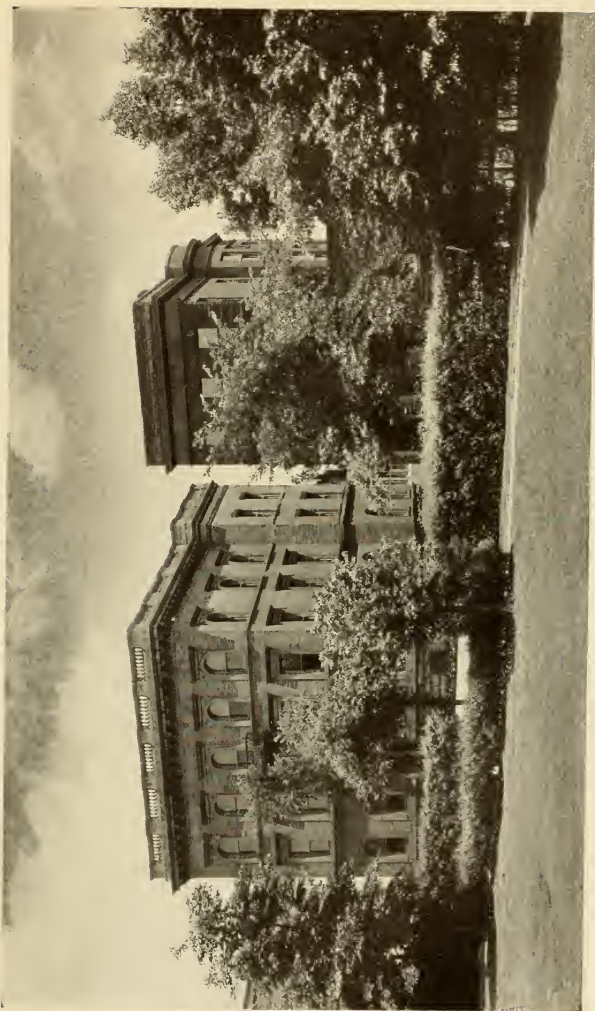
same Romanesque style of architecture as the other academic buildings. The style of architecture of these buildings was determined by that of the First Methodist Episcopal Church designed by Stanford White of McKim, Mead and White. "This church," said Lewis Mumford in *The Brown Decades*, "showed the influence upon White of Henry Hobson Richardson, who in the first ten years of his practise (1860-1870) went through the usual Victorian experience of working in Gothic, from which he felt his way back to the more elementary forms of the Southern French Romanesque. . . . His influence came out . . . in some of the earlier work of his own pupils, Messrs. Charles Follen McKim and Stanford White. . . . The freedom which Richardson had begun to teach this generation they used as architects of the First Methodist Episcopal Church in Baltimore, 1887. . . . The tower is surely one of the finest that has been erected in America."¹⁶⁶ In a letter, dated April 8, 1938, from McKim, Mead and White to President Robertson, the statement is made that Stanford White was the architect of Bennett Hall, of the residence of Dr. Goucher, and of Catherine Hooper Hall, and thus is confirmed the local tradition to that effect. Goucher Hall was designed by Charles L. Carson of Baltimore, who was associated with McKim, Mead and White in the building of the First Methodist Episcopal Church. All of these structures, as well as the four original residence halls were built by Benjamin F. Bennett, trustee, benefactor, and treasurer of the College.

Many prominent educators, architects, and builders inspected Catherine Hooper Hall at the time of its erection and pronounced it one of the most complete and satisfactory of the kind in the country. Though it was occupied by the Girl's Latin School until 1909, during President Goucher's administration some parts of it were used by the College on special occasions. Its assembly hall¹⁶⁷ served as a center for many college, student, and alumnae functions, supplementing

the chapel of the First Methodist Episcopal Church, which the College used for its morning services and, until Catherine Hooper Hall was constructed, for all other assembly purposes. Its large gymnasium was used at times for dramatics and some social affairs and on many occasions for the annual luncheon of the Alumnae Association.

In the fall of 1892, President Goucher's handsome residence at 2313 St. Paul Street was completed, and about the middle of December the first reception given for the College was held there. It was especially designed for entertaining, and during the years of Dr. Goucher's life it was the scene of much gracious hospitality. The house, costing over \$100,000, of Italian Renaissance architecture, was suggested by a palace which Dr. Goucher saw during a visit to Florence. The style is simple and strong, rather than ornate. It is built of Pompeian brick, with the lines of the building in grey sandstone. The vestibule is lined with Siena marble, and the panels of the doors were brought from abroad, having been selected with great care. The entrance is imposing, the vestibule leading into a square hall from which open reception room, parlor, and dining room, and a beautiful staircase leads to the second floor. One of the most interesting features of the house is the use of varied materials—yellow brick and grey stone on the outside, beautiful woods and marbles within. The reception room is finished in white mahogany, the hall in quartered oak seasoned in England, and six other kinds of wood are used in as many rooms in the house, one in birch, one in red mahogany, another in cypress, one in white pine, another in yellow pine. Marbles from different parts of the country and from Europe are used, among them Paranozzi marble in the hall, Mexican onyx in the parlor, Siena marble in the dining room and vestibule, and a grey-rose marble in the living room.

In a letter dated, October 22, 1906, five days before he left for a journey around the world, President Goucher deeded this house to the College. One paragraph of the letter reads:



GOUCHER HOUSE AND HUNNER HOUSE.

I would recommend . . . that the building be held and used for a general administration building, unless in the judgment of the Trustees the interests of the College can be better served by some other use, and further, I would request, if for any reason the Trustees think it desirable to dispose of the building and grounds by sale, exchange, or otherwise, that the value of the same shall be set apart as a part of the permanent endowment of the College and the income be used from time to time as the Trustees shall direct. These requests are not to be legally binding, or in any way modify the absolute gift of the property as conveyed in the deed.

The Trustees insisted, however, that Dr. Goucher occupy the house during his lifetime, and it did not come into the possession of the College until 1922.

Over the college buildings, the American flag was raised for the first time in the fall of 1892. After Columbus Day had been appropriately celebrated in the chapel, the audience was invited to adjourn to the campus in front of Goucher Hall. The Class of '93 performed the ceremony of hoisting the flag over Goucher Hall, while the crowd below cheered the students gathered on the balcony. The Classes of '94 and '95 had charge of raising the flags on Bennett Hall and Home A to the accompaniment of class and college songs.¹⁶⁸

Among the many memorials and treasured gifts in Goucher Hall are two which are valuable relics of Methodism, the clock which for many years stood in the corridor and is now in the president's reception room, and the Cokesbury bell. The San Domingo mahogany clock belonged to William Waters, the first native Methodist preacher in this country, whose name appears among the ten preachers in the First Methodist Conference in America. He was born in Baltimore County in 1750, and he is generally acknowledged to have been the first American itinerant preacher.¹⁶⁹ He organized the Methodist church in Washington and was the first Methodist pastor there. He was also a pastor at Alexandria, Virginia. In June 1889, Dr. Goucher announced that the Methodist Episcopal Church of Alexandria, Virginia, had donated to Goucher Col-

lege an "old-time clock" formerly belonging to the Reverend William Watters.¹⁷⁰

The Cokesbury bell was once used at Cokesbury College, the first Methodist college in the world, named after the two bishops who were ordained in 1784, Coke and Asbury. This institution, located at Abingdon, Maryland, was burned to the ground December 4, 1795. "The villagers found the college bell among the ruins and used it on their church at Abingdon for many years. Later Dr. George C. M. Roberts and Mr. Joseph C. France of Baltimore persuaded them to give it to the Methodist Episcopal Historical Society in case a new one should be given for it. When the Woman's College of Baltimore was founded the old bell was placed there, and by means of an electrical connection calls the students to their classes."¹⁷¹ It is now near the St. Paul Street entrance to Goucher Hall, and is rung hourly to mark the beginning of each class period.

For one day, October 18, 1895, the bell went back to its old home. On that day the Methodists made a pilgrimage to the site of Cokesbury College and, where the four corners of the college building had been, placed four granite memorial stones, on each of which was carved, "Cokesbury, 1795-1895." The chief paper was read by Dr. Bernard C. Steiner, librarian of the Enoch Pratt Free Library and associate professor of history at the Johns Hopkins University. President Goucher was one of the four who officiated in turn at the placing of the stones. The bell was taken from Goucher Hall to Abingdon and placed in the forks of a tree, and it was rung by Dr. Goucher and Bishop Foss—"but gently, lest they break it."¹⁷²

Many years later, because of associations, the bell had a part in two other celebrations. At the Baltimore observance of the Washington Bicentennial, February 22, 1932, the exercises at the Washington Monument were opened by the ringing of the Cokesbury bell lent by Goucher College. It

was fitting that the bell should have a part in the Bicentennial. In 1789, when Washington was en route from Philadelphia to Baltimore after his election to the presidency, the twenty-five students and the four faculty members of Cokesbury College were drawn up to greet the General as he passed along the road. As he came into view, the college bell began to ring. As men and boys cheered his passing the bell kept on ringing, and continued to ring until he was out of sight. Again, on October 10, 1934, when the Sesquicentennial of the founding of Methodism in America was observed in Baltimore, its birthplace, the bell was rung for five minutes, at the same time that the City Hall bell sounded one hundred and fifty times.

EDUCATIONAL CONTACTS

The College was helped by its educational environment. Concerning the influence of the Johns Hopkins University on the Woman's College Professor Butler wrote:

"The most important influence coming to the Woman's College from its environment is found in its neighborhood to the Johns Hopkins University. While the university can be held in no way responsible for the shaping of the College, its indirect influence has been very great. . . . Its mere existence in Baltimore is a spur and an inspiration to the College to maintain standards as high for collegiate as that does for university work. And in the faculty of the Woman's College the heads of the departments of mathematics, biology, chemistry, Romance languages, and history and economics are all men who did their graduate work and took the degree of doctor of philosophy at the Johns Hopkins."¹⁷³

The valuable collection of books in the Peabody Library has always been a great help to students of the College. Moreover, on two occasions during President Goucher's administration, the Library in a special way extended its hospitality. On November 13, 1900, Dr. Uhler, provost of the Peabody

Institute, invited the Contributors' Club of the College to the Library and talked on "Books and Book Binding," illustrating his lecture with some of the rare and beautiful volumes of the collection. Again on January 8, 1901, Dr. Uhler gave to the English department of the College the privilege of seeing a number of old and rare volumes of Shakespeare, putting them in a special room to which these students had access. The Peabody Library has always extended to students and faculty of the College the privilege of using reserved tables in the inner reading room.

Not only was the College a recipient from its environment, but it was also a donor to it, exercising a marked influence upon the preparatory schools whose students desired to enter the College. President Goucher referred to this fact on two important occasions in 1893. At the commencement exercises in 1893 he said:

Many schools have asked that their students be accepted by the Woman's College upon their certificates. After carefully investigating and, in some cases, after requiring that the schools improve their work, this privilege has been granted to 42 schools located in 16 different States.

In this goodly city of Baltimore far famed, and justly, for the beauty of its women and the chivalry of its men, the Honorable School Commissioners have under serious consideration a peculiar problem, *viz.*: shall they give their fair daughters similar opportunities to those which they have furnished the boys? Some changes have been made in this direction, and the Superintendent of Education has recommended others, but as the curriculum of the Eastern and Western Female High Schools now stands, the four years of instruction which they offer will count for only two years to the girl who desires a first class college training. But there is hope ahead. The experiment is being tried on colored girls of Baltimore, and the High School to which they are admitted offers Latin and other opportunities as good in a general way as are provided for the white boys. If it works well with them, no doubt in time the less favored white girls will be accorded similar privileges. Then as the Johns Hopkins University supplements the Baltimore City College, so the Woman's College of Baltimore will supplement the Eastern and Western Female High Schools and the educational work of our city will be well co-ordinated.

A number of the private secondary schools of Baltimore and vicinity are

adjusting themselves to the college work and quite a number of the primary schools have come into line with the Girls' Latin School. So the Woman's College is fitting itself into a reconstructed environment.

And at the annual meeting of the Trustees in November 1893:

After resistance and hesitation the Eastern and Western Female High Schools of Baltimore have made decided modifications in their courses of study, and it is intimated that more are contemplated, so that they are moving into line with the requirements necessary to enable their graduates to enter the lowest class of the College . . .

Other secondary schools have modified their plans, so that a number of them are now announcing that they "prepare students for the Woman's College," and we are enabled to receive their students on certificate. A large number of secondary schools in Baltimore and in different parts of the country have submitted to a standing committee, appointed by the Board of Control for that purpose, their various courses of study together with the evidence of the thoroughness with which they give the instruction, and in some cases they have enlarged their faculties and broadened their courses so as to comply with our requirements. More than forty of these have been accepted as certifying schools.

These changes were brought about mainly through the strict enforcement of the entrance requirements, but partly also through scholarships. The first students to come to the College from the Eastern and Western High Schools upon the basis of competitive scholarships given by the College entered in the fall of 1895.

In 1898 and 1899, the Woman's College was associated with other colleges in two interesting enterprises. In 1898 it joined with Bryn Mawr, the Massachusetts Institute of Technology, Radcliffe, Smith, Vassar, Wellesley, the Association of Collegiate Alumnae, and the Committee on Science Lessons of the Woman's Education Association of Boston in endowing an American women's table at the zoological station at Naples. "It has been decided that well-qualified women shall be given the preference, but that, if no suitable women present themselves, men shall be eligible in their

stead. There is, they think, special reason for this provision, as in the past, women have been cordially welcomed to men's tables at Naples."¹⁷⁴ A Goucher woman, Florence Peebles, '95, was the holder of the first appointment to this table in 1898-99.

In 1899 the Woman's College of Baltimore was one of the ten women's colleges in the United States to which the Daughters of the American Revolution offered prizes for the best essays on historical topics connected with the War of the Revolution, the others being Vassar, Smith, Bryn Mawr, Barnard, Radcliffe, the University of Michigan, the Woman's College at Rockford, Illinois, and the Leland Stanford Junior University. The prize, \$200 in gold, was to be divided among the ten colleges. In the end, the Committee of Award decided to give a second prize of ten dollars in gold to each of two colleges—the University of Michigan and the Woman's College of Baltimore.¹⁷⁵

ACADEMIC RECOGNITION

Not only was the College on a friendly and helpful footing in relation to other educational institutions, but the quality of its standards began to win recognition. An endorsement of the academic work of the College in its science departments brought satisfaction in the spring of 1893. An account from the New York *Tribune*, May 21, 1893, is as follows: "On Tuesday last President Gilman, and Drs. Brooks, Remsen, and Welch of the Johns Hopkins University visited the Woman's College for the purpose of examining the work and equipments in the chemical and biological laboratories and to learn whether the present courses pursued in these departments are equivalent to the same course required at Johns Hopkins. The guests expressed their gratification that the quality of the scientific work is so good, and the students from these departments may now enter the Medical School with the consciousness of meeting the full requirements there."

In his commencement address in 1893, President Goucher quoted the following letter received from the President of the Hopkins subsequent to this visit:

The instruction given by the Woman's College in the studies which are required for admission to the Johns Hopkins Medical School closely corresponds with the instruction given in the undergraduate classes of the Johns Hopkins University. The chief teachers of Chemistry and Biology have been nominated to the Woman's College by Professors in the Johns Hopkins University, who have also visited the laboratories and given to the President the benefit of their counsel. Students who graduate from the Woman's College after completing the courses in French, German, Physics, Chemistry, and Biology, as now taught, may be assured of their admission to the Johns Hopkins Medical School.

Some years later Dr. Lilian Welsh, referring to the pre-medical work of the College, said that it had done well "its work of preparation for the most exacting medical school in the country."¹⁷⁶

The friends of the College were further encouraged about this time by favorable statements concerning it made by individuals and by organizations. For example, President Eliot said, at a meeting of the New England College Presidents, "The best equipped college for women is in Baltimore."¹⁷⁷ The students, in the Public Opinion Department of *Kalends*, commented on this statement: "We were present last year when Dr. Eliot made equally flattering remarks when he was visiting us, but we attached no further importance to them than the effort of the president of the oldest college in the country to make a very young college feel satisfied with its youthful existence. But now that he has repeated them, it is time to consider them seriously."

Further favorable comment was made by Dr. William T. Harris, United States Commissioner of Education, who, after visiting the College a number of times, said with full knowledge, "For the work required of them, the faculty of the Woman's College of Baltimore is unexcelled in this country."¹⁷⁸

Not only were there encouraging estimates of the College

made by those from afar, but the following appreciation of it was expressed by a Baltimore educator: "In the higher education of women, the extraordinary growth of the Woman's College has already made Baltimore an important centre for a large section of the country, and the source of noteworthy influence upon the educational development of the South."¹⁷⁹

And finally there were favorable official classifications made by the United States Commissioner of Education. In the report for 1890-91 fifteen women's colleges, among them the Woman's College of Baltimore,¹⁸⁰ were put in Division A, which included the colleges fairly able to meet accepted college standards and organized and conducted in accordance with the plan of liberal arts colleges.¹⁸¹ In 1897-98, in another grouping, the College again received recognition. President Goucher, in his report to the Trustees, November 18, 1898, referred to the classification by the United States Commissioner which placed fourteen colleges in the first class, thereby designating those that "have the most ample furnishings, the most efficient faculties, and are doing the most thorough work. This class of fourteen includes among others, Harvard, Yale, Princeton, and the Woman's College of Baltimore."¹⁸²

Thus the College was fully rewarded for maintaining the academic standards to which Dr. Van Meter referred in 1897 in his report to the Trustees as acting president in Dr. Goucher's absence:

It is undeniable that some feeling has been created against the College by its positive stand for high grades and modern methods. Applicants have been excluded on account of their want of preparation, whom some other colleges found it possible to admit; others have been required to complete their preparation before entering upon college work; the privilege of specializing has been refused to applicants who were not prepared for it and a pointed refusal has been given to some who wanted to pursue music or art or both without reference to studies that are genuinely academic. The result has sometimes been the alienation of persons whom we should like to hold as friends, but who seem unable to appreciate the particular function of a college in the educational system, and the necessity for standards and

methods which necessarily exclude those who are not prepared. Again the College has been conducted absolutely without favoritism. Preparation, ability, application, intelligence alone determine the standing of a student here and the daughter of a seamstress has all the opportunity and all the encouragement of the daughter of a bishop or a millionaire. There is a kind of human nature that finds it hard to tolerate such impartiality and characterizes it as "indifference." Every man who is worth anything has his enemies and the same is true of institutions. "Woe unto you when all men speak well of you."

The true criterion of a college's standing and progress, however, is not to be found in the opinions or feelings of persons here and there who have been personally pleased or personally displeased at their contact with it, but in the esteem in which it is held in the educational world, and in the value which is accorded to its parchments. This is the judgment that endures and makes the future of the college. Individual discipline may cost us a student or two, but the disapproval of the educational world would cost us our life.

Within the next few years, through the good work done by graduates of the College, other institutions became aware of the excellence of its standards and of its teaching. By June 1904, ninety-one graduates, or twenty-one percent of the whole number of alumnae, had completed at least one year of graduate work. Thirty-two of these had attended institutions where they were eligible for fellowships, and to them twelve fellowships had been awarded by these institutions, in addition to a number of graduate scholarships.¹⁸³ Thus the way was being prepared for the rating of the College in 1911 by Kendrick C. Babcock,¹⁸⁴ to which reference is made in Chapter V.

FINANCIAL DIFFICULTIES AND CAMPAIGN OF 1905

Dr. Goucher's fine statement of the faith of the founders in undertaking the establishment of the College has often been quoted:

"Confidently believing that what ought to be done can be done, without either endowment or insistent demand, with only an ideal, a purpose, and a firm belief in a divine com-

mission, the enterprise of establishing in Baltimore a college for women to be second to none in efficiency, thoroughly Christian, but in no sense sectarian, was launched."

When the College was projected the founders were faced by a variety of adverse conditions which many pronounced insurmountable. Among these were: "The want of adequate resources, the want of experienced leaders and educators, the wide spread indifference to the claims of such varied and high grade work for women, the deep rooted opinion that a college for women could not be established in Baltimore which could compete with the strong, well-endowed colleges already rejoicing in a world-wide reputation, the impossibility of finding students able to meet its matriculation requirements, and if such could be found of making them stay until they were twenty-one or older to graduate."¹⁸⁵

It is a matter of history that all the criticisms adverse to the establishment of the Woman's College were fully answered in President Goucher's administration, save only one, the impossibility of securing funds for so large an undertaking. As Dr. Goucher phrased it to the Trustees in 1893, "We are living but do not enjoy the fullness of life." In 1896 Dean Van Meter wrote in a newspaper article:

It is . . . eight years since its doors were opened to students with nothing back of it except an empty purse and the courage of its projectors . . . It does not need higher standards, for its curriculum is in every respect abreast of the times, and its methods those of the new education; it does not need abler instructors, its heads of departments are all specialists, and no college for women is better equipped in this respect. It does need . . . that its endowments be increased and its accommodations made more ample . . .

In 1916, in commenting to the Trustees on the financial struggle of the early years President Guth said: "Its needs were always justifiably greater than the funds which it could command." At another time he said: "[It] has had a remarkable financial history. Its growth has been rapid, far more so than its means could warrant. Through all the years it has put excellence and honesty first and has well earned

its standing. It has had no one large donor such as even Vassar or Wellesley had. No gift approximating a million dollars has been received from one person. From many sources, from far more than is generally supposed, its funds have been secured."¹⁸⁶

The College grew too fast for its financial backing, and throughout his whole administration President Goucher faced financial difficulties. Twice they were so severe that the continuance of the College was in jeopardy:¹⁸⁷ in 1889-90, at the time when the funds were needed for the first residence hall and the building of the preparatory school, and again in 1904, when the burden of the college debt was almost unbearable.

In his report to the Baltimore Conference in March 1891, President Goucher said: "We congratulate you upon the success of this Institution, founded by your authority and maintained by your patronage. The success has been pronounced as phenomenal in all the history of educational enterprises in this land. The embarrassments which have attended it during the past year are such as are incident to success." But there were serious problems and President Goucher from the first had to try to solve the problem of debts. At the end of the first year, 1888-89, there was a deficit of \$4,000 in the current expense account, and a similar lack the second year. Through Dr. Lyttleton F. Morgan, who without salary acted as the financial agent of the College, an appeal was made to the Conference in 1890 to raise this amount by means of its Educational Collection. The financial needs of the College were put before the Baltimore Conference strongly each year, but the response was small. The Conference that had been so generous in calling the College into being was failing, at this time, to nurture it. The following statement from the Baltimore Annual Conference 1896, shows this:

We commend to the pastors of the Conference the urgent need of larger contributions by the churches to the current expenses of the College, which now show a deficit at this point of \$23,000. The trifling sum of ten cents

from every member of our churches would easily raise the six or seven hundred dollars usually given by the Conference to a sum that would meet these expenses annually. As an incentive to this effort, stands the fact that more than thirty scholarships are offered throughout the Conference to those who can take them. This committee strongly recommends that the second Sunday in May be observed as Woman's College Day in the Baltimore Conference, when each pastor shall be asked to preach on education, and represent the exceptional advantages and pecuniary needs of the College, at the same time taking the annual collection which the Conference devotes to this institution. Also that one week previous, the opportunities and requirements of the College be brought to the attention of the young women of their churches, through the Sunday Schools and Epworth League meetings.

Despite this earnest plea and the careful planning, the collection was increased but little. In 1889, the minutes of the Conference in relation to this offering stated: "The meagre sum of \$800, could easily be raised to \$8,000 or \$10,000 a year." The financing of the College was left to the President and a few generous friends.

On many occasions an appeal was made to the Trustees. For example, in September 1890, Dr. Goucher, unable to attend an Executive Committee meeting because of a sudden illness, wrote to it relative to the deficit in current expenses as follows: "The only suggestion I can make is that the Executive Committee shall personally donate that amount. I am willing to contribute a fair proportion of it. Hitherto, we, as a committee, have not been drawn upon to meet necessary expenses and this will furnish a good opportunity to show our devotion to the work."

In a further effort to balance the budget, at the meeting of the Board of Trustees in 1894, an increase was voted in the charge for tuition and board, the cost to be \$125 for tuition, with no extras except in art and music, and \$250 for board, applicable to all students applying after this date. In 1904 there was another increase in board of \$25, thus raising the cost to \$400 for hall students; again in 1905, the tuition was increased by \$25, making the cost of tuition \$150 and the cost of resident \$275, a total of \$425.

Only once, however, in this administration, though all these methods were used, were the receipts in excess of the expenditures. At the annual meeting of the Trustees in 1895 the presiding officer, Mr. James N. Gamble of Cincinnati, a member of the firm of Proctor and Gamble and the first layman to be president of the Board of Trustees, called attention to the fact that the Trustees had at last succeeded in paying all of their expenses out of their receipts—the receipts being \$85,205.04 and the expenses \$84,808.81. Even then, however, they could not be too much elated, for Dr. Goucher's report contained the following statement:

"Net surplus \$396.23, which includes everything except the salary of the President." This phrase, which was repeated in other years, calls attention to a significant fact. On the authority of Dr. Frank G. Porter, which is substantiated by references in the minutes of the Board of Trustees, it is certain that Dr. Goucher never really received any salary for his eighteen years of service as president of the College. Even when the Trustees compelled it, he returned it, in various forms. At a meeting of the Trustees in November 1900, it was recorded that "The generous donation of the entire salary of the President in connection with his untiring and invaluable service we deem worthy of very special mention." A number of times in his reports, Dr. Goucher states this fact. For example, in the following:

I have cheerfully given my services without receiving any salary, or even traveling expenses, returning all of the salary allowed into the treasury to pay for the scholarships which have been established and the discounts which have been granted, together with the tuition of worthy but needy students who would otherwise have been unable to continue their work.¹⁸⁸

In the treasurer's report of the year 1895-96 and 1896-97, there are interesting comparative figures relative to the receipts from tuition and the salaries of the faculty. In 1895-96, the receipts from tuition were \$22,325 and the salaries of the faculty were \$32,345; in 1896-97, from tuition \$22,825 was

received and the salaries amounted to \$31,915.¹⁸⁹ At the Woman's College, as at all colleges of any rank, the income from the tuition fees was not sufficient to pay the salaries of the instructors and executive officers, to say nothing of the hundred and one other items that went to make up its expense account.¹⁹⁰

The table of receipts and expenditures in 1895, as set forth in President Goucher's report,¹⁹¹ is of interest:

	<i>Receipts</i>	<i>Expenditures</i>
College.....	20,137.94	40,686.89
Latin School.....	19,110.00	12,426.56
Homes.....	39,213.10	26,115.52
Hospital.....	1,020.00	726.73
Music.....	4,274.00	2,893.97
Use of Instruments.....	765.00	785.00
Art.....	685.00	1,173.99
	<u>85,205.04</u>	<u>84,808.81</u>

The portions of the plant that were debits and those that were credits in the accounts were relatively the same as above for a number of years.

Ten years later, in his annual report to the Trustees, President Goucher gave the following statistical facts as to what students had cost the College from its opening to that year:

"From the opening in 1888 to November 1905, the College had in attendance 1529 students. It cost the College \$300 annually for the tuition of every student, while the charge has been \$125. The cost of instruction has been \$1,184,400, and the actual receipts have been \$395,408. Accordingly the contribution of the College has amounted to \$788,992, divided as follows:

Charge less than cost.....	\$690,900
Scholarships awarded.....	54,764
Ministerial rebates.....	33,100
Other rebates (teachers, etc.).....	10,228
	<u>\$788,992</u>

Not only were there deficits in the current expense account, but serious debts piled up in the capital account while there

were urgent needs for equipment and buildings. The financial difficulties of the early years are revealed through statements made at an Executive Committee meeting in September 1892, when it was decided to borrow \$75,000 for five years on the Charles Street property and with this sum to buy two houses on the southwest corner of Calvert and Twenty-third Streets, to pay for ground on Charles and Twenty-third Streets, ground on St. Paul and Twenty-fourth, and a house on Calvert Street and other lots, to pay \$25,000 on outstanding notes of the Building Fund, to refund to the Endowment Fund the \$8,000 borrowed from the Building Fund, to refund \$12,000 to the President to liquidate the debt in current expenses carried by him. The remainder of the \$75,000 was ordered to be put at the disposal of the Building Committee for purposes of building.

At an Executive Committee meeting, February 4, 1890, the report of the Treasurer showed debts amounting to \$25,000 unprovided for; at the meeting of the Trustees, November 22, 1900, President Goucher reported that the capital debt amounted to \$306,500. By 1905, it had reached about half a million. Year after year President Goucher, to the Trustees, to the Conference, and, at commencement time, to the public made appeals for funds, setting forth the needs, but always with good cheer and optimism. Once to the Trustees, however, he used a different tone in speaking of the burden that he carried in trying to solve the financial problems of the College:

The aggregate contributions which I have made in buildings, on current expense account, and other matters pertaining to the necessities of the Institution have averaged more than \$25,000 a year ever since the College was started. I only speak of this to say that I cannot risk the permanent impairment of my health by the continuance of such onerous duties as have devolved upon me in the past, and such are the demands upon my finances from other educational and benevolent enterprises with which I am identified that I cannot continue to contribute to the College as I have done in the past. My sympathies and my interest have not abated in the least.

Personally I have carried the burdens of the Woman's College of Balti-

more from its inception to the present time with all cheerfulness and to the full extent of my mental, physical, and financial ability. Three times since the enterprise was projected have I been on the verge of a complete breakdown from nervous exhaustion and have been preremptorily ordered off by my physicians with the assurance that nothing but rest would enable me to avoid ruined health or possible death.¹⁹²

There is a rare note of discouragement in this annual report—Dr. Goucher was concerned over the “inroads” that might be made into possible sources of revenue for the College by the projected American University of the Methodist Episcopal Church at Washington.¹⁹³

But he turns from it in expressing appreciation of the work of the Treasurer: “The burdens which have come to me have in a large measure and greatest cheerfulness been borne by our treasurer, Mr. B. F. Bennett, who has never failed in his interest and has frequently and cheerfully held his own personal interests in abeyance that he might further the enterprise.”¹⁹⁴

Also he referred to some special encouragement from gifts and from the possibilities of financial assistance to the College that might come from the Twentieth Century Thank Offering. The bishops of the Methodist Episcopal Church had proposed the raising of twenty million dollars, half of which should be devoted to educational purposes, as a thank offering at the beginning of the new century. The Trustees of the Woman’s College passed a resolution organizing a standing committee whose work it should be to try to secure one million dollars of this amount for the liquidation of its debt and the increase of its endowment. The College received some funds from the movement, but not a large amount.

At the annual meeting of the Trustees on November 22, 1899, the Finance Committee, in its turn, paid a tribute to the work of the treasurer of the College, Mr. B. F. Bennett:

It is evident that the finances of the College are in faithful hands, and that the burdens of fidelity in official duty are constantly on the conscience of the Treasurer and the interests of the College in his heart.

Further, the Finance Committee, after commending the "tireless" labors of President Goucher, suggested the wisdom of appointing a financial agent to assist him. There had been no financial agent since the death of Dr. Lyttleton F. Morgan in 1895.

In accordance with this action, the Executive Committee appointed the Reverend S. Reese Murray, D.D., first as secretary of the Baltimore Conference Twentieth Century Fund, and later as field secretary for the College, and he served in this joint capacity for three years. Dr. Hugh Johnston was elected secretary in March 1904, and continued to work for the betterment of the college finances until the end of 1910-11. For two years, 1905-1907, Mr. Fred M. Stone tried to secure endowment insurance for the College.

The most striking feature of the year 1905-06 was the canvass to complete the subscriptions to the debt fund of \$500,000. As we have seen, the capital debt of the College grew from year to year. Several times plans were made to cover it, but all of them came to naught. At the annual meeting of the Board of Trustees, November 21, 1901, the Finance Committee had reported:

We beg leave to recommend that an earnest effort be made by the Trustees to carry out his [Dr. Goucher's] suggestion that the debt of the institution be paid. . . . We leave it to the judgment of the whole Board of Trustees to devise the best means of obtaining this desirable end. Too much stress cannot be laid upon the effect of this course upon the institution and its work. Not only would it impress the public mind favorably, but should tend to increase the patronage of the institution when once it becomes known that it is solvent beyond a peradventure.

At the next meeting of the Baltimore Conference, March 1902, Dr. C. W. Baldwin made a special plea for help because the Woman's College of Baltimore "is peculiarly our child and dependent upon our support" and because it "has not received the consideration or financial assistance which its merits and necessities require."¹⁹⁵

The next year the President, in his annual report to the

Trustees, said "No systematic, persistent, and organized effort has been made to provide for the indebtedness by trustees or by the committee appointed to take the matter in hand. . . . The Trustees will have to lead in this." But the burden was not lifted from the President and the few friends who helped him to carry it.

On February 7, 1904, Baltimore was visited by a great conflagration, which devastated one hundred and fifty-five acres in the heart of the business section of the city and destroyed ninety million dollars' worth of property. The college buildings were about a mile distant from the burned area, but its financial condition, already acute, was intensified by this loss. Friends who had been among its liberal contributors suffered financially, and both actual and prospective patrons were not able to send their daughters to college.¹⁹⁶

This great calamity drew the attention of the leaders of the Methodist Episcopal Church to the crisis in the life of the College. The University Senate of the Methodist Episcopal Church and the Association of College Presidents of the Methodist Episcopal Church, in session in Evanston in February 1904, passed resolutions earnestly commending the Woman's College to the generous support of the church. Previous to this time, President Goucher had never made appeals for money to the Methodist Church as a whole. Feeling, indeed, that each section had its own college or colleges and that local loyalty should go to local institutions, he never went into other territory to solicit contributions.¹⁹⁷ It is an interesting fact that of the \$2,500,000 which had gone into the buildings, equipment, and ground of the College all but two percent had been given by Baltimore.¹⁹⁸

After the great fire, the first cash gift, one of \$250, came from a Methodist layman of Chicago, through the Methodist Board of Education,¹⁹⁹ while the second gift, a pledge of \$50,000 conditioned upon the raising of the whole \$500,000, came from the trustees of the estate of Mr. H. A. Massey of Toronto.²⁰⁰

The following November, President Goucher made this statement to the Trustees:

I am pleased to report that I have secured since the fire a subscription thus far of \$100,000 towards the \$500,000 necessary. This is conditioned upon the other \$400,000 being raised. If the Financial Secretary and myself, through the hearty cooperation of the Trustees and other friends of the College, shall be able to raise \$200,000 from outside of Baltimore, I feel confident that the Trustees and friends of the College in Baltimore will gladly provide the other \$200,000 and so relieve the burden.

In President Goucher's report to the Trustees, November 21, 1905, three happenings are recorded. On April 10, 1905, President Goucher invited a few Methodist friends to dine at his home and consult together about the situation. Bishop Andrews and Bishop Foss were present. Before rising from the table, these friends had pledged \$90,000, Mr. Summerfield Baldwin and Mr. John K. Shaw leading with subscriptions of \$20,000 each, and four others pledging \$10,000 each.²⁰¹

A month later in Louisville, Kentucky, President Goucher had a hearing before the May meeting of the Board of Bishops who by resolution agreed to cooperate. "Before passing the resolutions," Dr. Goucher said, "they did first what Methodists are expert in doing, they took a collection among themselves, which aggregated \$16,500." In October a number of the bishops dined at Dr. Goucher's home. "Though no contributions were asked, \$45,000 was subscribed, Dr. D. H. Carroll promising \$20,000 of the amount."²⁰²

The bishops worked loyally for the cause, and in a time of great tension toward the end of the campaign a letter of encouragement, dated May 8, 1906, and signed personally by sixteen of them, was sent to President Goucher. In this they said: "The immense investment already made must not be left imperiled, nor must the efficiency of the school—our only great college for women—be even temporarily impaired." Bishop Foss, Bishop Andrews, Bishop Cranston, and Bishop McDowell gave their time to personal solicitations which brought in considerable sums.

Faculty, alumnae, and students aided the campaign in every possible way. The eight Greek letter fraternities, for example, gave to President Goucher the amount they had intended to expend on their annual June banquets. The response from the alumnae was also liberal according to their means, and brought special encouragement.

If there has ever been any doubt in the minds of the founders of the College as to the actual good they have accomplished, it can exist no more. Any college that can bind its students to it by such strong ties of loyalty and devotion, that can feel the love of its alumnae growing stronger and deeper year by year, that can have a student body eager to serve it, may be justly proud of its work, thankful for its influence in the past, and confident of its power for the future.²⁰³

When the subscriptions amounted to \$415,000 the financial condition of the College was brought to the attention of the Merchants and Manufacturers Association of Baltimore, and through them to the attention of other financial organizations of the city. In response to the request of a joint committee, the Mayor called a meeting of about one hundred representative citizens. They manifested their practical appreciation of the College by appointing a Citizen's Committee that gave valuable assistance. The press cooperated generously, and the ministers of denominations other than the Methodist, notably Dr. John Timothy Stone and Rabbi Rosenau, worked diligently.²⁰⁴

On commencement day, June 5, 1906, President Goucher had the deep satisfaction of announcing that the amount needed to meet the debt had been subscribed:

Of the total amount pledged the Trustees of the College have given \$211,900, the Bishops of the Methodist Episcopal Church \$22,600, the Alumnae and Students \$10,729, the teaching staff of the College \$5,400, and other friends of the institution sums ranging from 50 cents to \$50,000, making a grand total of \$580,000. Through these generous pledges we are able to report the entire debt of the College provided for, \$10,000 pledged for a special purpose, and the Endowment of the College increased by \$70,000.

One of the subscriptions which gave particular satisfaction was that of \$50,000 from Mr. Andrew Carnegie.²⁰⁵

There was much rejoicing over this achievement. Said an editorial in the *Baltimore Sun*, June 7, 1906, "The announcement by the President of the Woman's College of Baltimore that provision has now been made for the payment of the debt . . . has been received with genuine satisfaction by the people of Maryland. The splendid work of this magnificent college, its value to the state, to the city, and in fact to the country—for all can enjoy its advantages—are well recognized, and that is the reason why all rejoice in its prosperity."

But unfortunately the amounts were subscriptions and not cash in hand. By March 1907, only one third of the pledges had been redeemed,²⁰⁶ and by November 1908, the debt was still unpaid.²⁰⁷ Seven years later Dr. Goucher said that if the \$500,000 had been paid promptly it would have extinguished the debt at the time. Some of the subscriptions were never paid, "because of death, etc." The interest on the large debt continued. There were annual deficits, much greater than in earlier years, \$43,617.21 in 1905-06²⁰⁸ and \$49,388.45 in 1906-07.²⁰⁹

RESIGNATION OF PRESIDENT GOUCHER

In the fall of 1906, believing that the financial problem had been solved and feeling the need of recreation and change, Dr. Goucher, accompanied by his three daughters and by Bishop and Mrs. Cyrus D. Foss, started for a trip around the world, visiting India, China, Korea, Japan, and the Philippines. Although President Goucher took this trip primarily for rest, he accepted invitations to address several important gatherings, among which were the jubilee service held at Bareilly to commemorate the anniversary of the inception of the missionary work of the Methodist Episcopal Church in Southern Asia, the centennial service in Shanghai, and the World's

Students' Christian Federation in Tokyo, Japan.²¹⁰ At Tokyo he had a reunion meeting with the eight Woman's College graduates attending the convention, there being more delegates from this college than from any other one institution.²¹¹

He left Baltimore October 26, 1906, and returned July 30, 1907. During his absence Dean Van Meter was authorized by the Trustees to represent the President in all academic matters, and Dr. William H. Hopkins to represent the Dean in the event of his being away from the College. Financial matters were left with the Executive Committee, of which Mr. B. F. Bennett was elected chairman. Mr. Henry S. Dulaney was selected by the Executive Committee to act as bursar and authorized to sign and endorse checks, drafts, notes, receipts, and releases. Dr. Van Meter presided at the commencement exercises and awarded the degrees in 1907. And the students were evidently on their good behavior during this academic year, for it was reported to the Trustees: "The deportment was so admirable that the Dean did not find it necessary to admonish or reprove a single student during the year."

The meeting of the Board of Trustees November 21, 1907, was occupied mainly with one thing which came as a surprise to most of the members—the resignation of President Goucher. His trip around the world had indeed provided change but not rest, since he was not only in attendance at conventions but also at the same time prominent as a speaker and adviser on many subjects. At the close of his report to the Board of Trustees as president, he presented his resignation, in part as follows:

In a few weeks it will be a quarter of a century since it was my privilege to suggest the establishment of a college in the city of Baltimore for the higher and thorough Christian culture of young women as women. For several years, by public addresses, by personal interviews, by correspondence, and through the press, and as chairman of various committees, I gave to the launching of this enterprise all the time and energy I could spare from the exacting demands of a heavy pastorate.

For eighteen years I have occupied the office of president, and the interests of the Woman's College have been my chief and absorbing concern. I need not add my faith in its future and interest in its work are unabated, but for many months the condition of my health has been a matter of serious concern to the physicians I have consulted, and they insist that I must have protracted and complete rest.

Recognizing that the best interests of the Woman's College require a more vigorous direction than I shall be able to give, that there can be no more favorable time to change its chief executive, I hereby present my resignation as president of the Woman's College of Baltimore, the same to take effect at the close of the present academic year, or as much earlier as you may be able to arrange for the work of the office.

In laying down the responsibilities and privileges of the office I desire to record my high appreciation of the generous cooperation the trustees, faculty, students, and friends of the College have unanimously given me, and the charitable interpretation accorded my administration.

The resignation was accepted to take effect when his successor was chosen, but he was unanimously requested to serve as President Emeritus after that appointment. A committee was named to prepare an expression of their high appreciation of his services as president, and of regret that the condition of his health compelled him to take this action.

It was with keen regret that members of the faculty, students, and friends of the College heard of the resignation. This feeling is well expressed in a paper summarizing his services prepared for *Kalends*, January 1908, by Mrs. Hans Froelicher:

That Dr. Goucher is soon to give up his active duties as President of the Woman's College of Baltimore is a source of the deepest regret to us all, and we would be in no wise reconciled to it if we did not know that the step had been taken by him on account of ill-health. . . . In choosing Baltimore for the home of the College, Dr. Goucher showed the same sagacity that has guided him in the development of all its workings. Into this city, which in its way has been for many years a borderland, we have gathered together discordant elements and sent them away harmonious.

By founding a *woman's* college in the city of Baltimore, he has made it possible for many Baltimore girls to go through college who otherwise would have lost the opportunity, and he has been instrumental in no small measure in the very marked advance in the excellence of the preparatory schools in this city and in many Southern cities in order to make it possible for their

students to enter our college. Dr. Goucher announced at the outset that our college was to emphasize womanliness in its training and not to encourage young women to follow too closely in the footsteps of their brothers; and now, as a result after twenty years, we have among our students an atmosphere that is both scholarly and womanly. In some of the older institutions strenuous efforts are being made to infuse more of this spirit among the women students to counteract the threatening invasion of the old-time traditions of men's colleges, many of which are none too wholesome for the men. If every word, therefore, in the title of our college should receive its proper emphasis, the name is most significant and wisely chosen. . . .

He has been keen and farseeing in his judgments and quick to act in times of emergency. Towards all good movements inside of our college walls he has shown an active interest and to every progressive body of workers he has been a generous coadjutor. We can think of no one to take his place. We can only hope that some bright star will appear on the horizon strong enough to lend its light to our young institution whose pilot needs a season of rest. That he is to live near us, and that our separation is not to be absolute, mitigates our sorrow at parting. His plans for the future of our college are far-reaching. We should prove that we have appreciated the faithful guidance of our pilot in the days of our youth by helping him to realize in our maturer years the full development of his plans in broadened scopes of activity.

The idea that Mrs. Froelicher expressed at the close of her article was again emphasized when the Baltimore Conference ruled that "the best way, however, by which we can show our appreciation of Dr. Goucher's great service is not by the mere passing of resolutions of gratitude, but by giving our heartiest support to the school in its further endeavor to enlarge the scope of its work."²¹²

The alumnae meeting in 1908 was unusually well attended, representatives of every class being present. At the close of the luncheon Dr. Goucher was presented with a testimonial of the loyalty and esteem of the alumnae. The testimonial was handsomely bound in blue leather and bore in gold letters the inscription, "John Franklin Goucher."

At the last commencement, 1908, at which President Goucher presided there was a distinguished speaker, Woodrow

Wilson, then president of Princeton University, whose daughter, Jessie Woodrow Wilson (later Mrs. Francis B. Sayre) was a member of the graduating class.

SUMMARY

When Dr. Goucher became president, the institution had on its roll 352 pupils;²¹³ 119 of these were in the department of music, 193 were of subcollegiate grade, and 40 were in the collegiate department. At the end of his administration the special "schools" had been given up, the preparatory department completely separated, and of collegiate students there were 341. The highest enrolment during his term of office was reached in 1902-03, when there were 357 students. In 1890 there were three buildings; at the close of his presidency there were nine, and the College owned six acres of ground.²¹⁴

On the administrative and teaching staff of the collegiate department in 1890 there were eighteen persons; in 1908 there were forty-one. Listed in the program of 1890 there were four full professors, three associate professors, four associates, four instructors, three administrative officers, including the president. Listed in the program of 1907-08 there were twelve full professors, seven associate professors, nine instructors, thirteen administrative officers, including the president. Three members of the first faculty were still on the staff—Dr. Van Meter, Dr. Hopkins, and Dr. Froelicher. In all, during these years, the teaching staff had included sixty-seven men and women, twenty-three of whom had married while in the service of the College and one of whom had died. In the first class, graduated two years after Dr. Goucher became President, there were five women; in the last class of his administration there were sixty-one graduates. By 1908 there were 722 alumnae. Sixty-four percent of the number who matriculated in the first fifteen classes were graduated; one fourth of those who were graduated in the first fourteen classes pursued gradu-

ate work.²¹⁵ By the end of Dr. Goucher's administration the College was offering annually three fellowships. The Alumnae Association had been organized in 1893, and by 1908 had five local chapters.

In May 1890, *Kalends*, the first student publication of the College, made its appearance, and *Donnybrook Fair* was also started at this time when the Class of 1896 (the juniors) first brought out, in the spring of 1895, a yearbook to which they gave that name. By reason of their importance in initiating a custom that has built up a storehouse of fact and tradition concerning the College, the founding of these publications deserves passing mention here, along with other first events, albeit they will be dealt with in more detail in the chapter on "Student Life."

In the early days the admission requirements were stated in terms of subjects, but in 1902-03 the change was made to points, and after 1905 fifteen points were required for entrance.²¹⁶ With the increase in amount of preparation there came a corresponding increase in flexibility through the introduction of alternatives.²¹⁷ Admission to the College has always been either by examination or by certificate. After 1905 when examinations were required they were those of the College Entrance Examination Board.²¹⁸ 516 preparatory schools had accepted the requirements of the College toward the end of Dr. Goucher's administration and sent graduates for entrance.²¹⁹ During the years of Dr. Goucher's presidency the requirements for the degree amounted to sixty year-hours.²²⁰

Of the selection of the faculty and the development of its work in the period of Dr. Goucher's administration, Dr. Butler wrote:

The principle followed in selecting the faculty was to secure young men and women of undoubted ability and character, with the best training, and to commit to their hands the destinies of the College. In this way the institution could best be expected to grow to maturity in perfect touch with the progressive movements of the day. . . . The college curriculum itself and the

college policy is therefore a growth, a becoming, an ever-changing adjustment among many changing elements, according to the needs of the day and the relative achievements of the workers—both investigators and teachers—in different subjects. As such it demands for every member of the college faculty a feeling of freedom and security, of due weight and authority, a realization by each one that all appeals in behalf of his department are to be made to his colleagues alone rather than to any power above or beyond them.²²¹

To the statement previously made concerning academic freedom may be added the testimony of two other members of the faculty.

Dr. Metcalf:

President Goucher, whose gifts to the College and whose position as President made his influence controlling, was peculiarly successful in bringing out the cooperation of the teachers, and it was, as I think of it, his habit of putting responsibility upon the head of each department for the work of his department that led each one to give all that was in him. The "authorities" let us alone. The teaching job was ours, our own. President Goucher was back of us to give us every possible aid, and we went to him continually. Many proposals were turned down. They had to be, but it was only after full consultation and a decision in which teacher and president came, almost without exception, to agreement. Dr. Goucher was without experience in academic work, but was not handicapped by that fact. He relied upon the teacher's knowledge of his own problem and brought out to the full the teacher's best.²²²

Dr. Lilian Welsh:

It was [his] open mindedness and fairness of judgment that enabled Dr. Goucher to make what, in my opinion, was his most valuable contribution to the educational policy of the College. Having chosen his faculty and tried them out he charged them with the duty of making the College, in his own words, "second to none in efficiency." He saw to it that they were not restricted in their teaching. Academic freedom they had. Academic license they never desired. I have often wondered how Dr. Goucher parried the onslaughts that I knew from other sources, never from him, were directed against the teaching of the Bible in the light of the higher criticism, and of biology in the light of the theory of evolution. There was never any interference from him. He showed particular interest in the departments of biology and physiology. It was during his presidency that one of the best

expositions in English of organic evolution designed for the intelligent layman was published by Professor Metcalf, then head of the department of biology.²²³

Of Dr. Goucher's idea of what the college education of a woman should give to her, there is a statement in a brief address on the topic, "Should the higher education of women differ from that of men," given at the Annual Convention of the Association of Colleges and Secondary Schools of the Middle States and Maryland, November 30, 1900:

Neither man nor woman is substitutional, each is supplemental. Any method of education which has a tendency to transform either women or men into weak imitations or brilliant substitutes for the other is narrowing and inadequate. A womanish man is a farce; a mannish woman is a tragedy . . . neither has a sphere, each is but a hemisphere, and they twain shall be one. . . . The tendency in the colleges for men is . . . towards specialization, as demanded by so-called "practical education." . . . The result is intensive, technical, narrowing. . . . The prime object in woman's higher education is not to make a specialist. To meet the essential demands of her nature and of her functions to home, society, and the race and to prepare her in a general way for a possible call to be, for a more or less limited time, a wage-earner, woman's higher education should include two things. One is breadth of culture to secure to her a widened horizon, knowledge of self, mastery of self, enlargement of personality, more varied sympathies, and largest efficiency. Running side by side with her broadening culture should be such intensive work as will add to her discipline and furnish conditions for a joyous avocation, or, if need be, serve as the basis of a vocation.²²⁴

Of Dr. Goucher's ideal for the College, Dr. Froelicher wrote in *Donnybrook Fair*, 1925:

Dr. Goucher's ideal was perhaps the most perfect development of the mental nature of woman with those elements superadded which made Mrs. Goucher the "Exemplar and Friend" for every Goucher girl: deep, gentle, tolerant Christianity, undemonstrative generosity and ministry, graciousness and sincerity of approach, modesty and self-effacement, quiet dignity. This truly seemed the pervading atmosphere in The Woman's College. This left its impress upon the young women who went forth from Goucher. This gave individuality to the College and to the graduate. Under these influences the position of Goucher was achieved.

In his personal dealings with members of the college community Dr. Goucher was always cordial in manner and thoroughly kind. He possessed a happy combination of dignity and charm. He was a very busy man, but never too busy for a friendly word of help and advice to those who came to him. The impression that he made on the students is summed up in *Donnybrook Fair*, 1899: "A man he seems of cheerful yesterdays and confident tomorrows." Dr. Welsh, in writing of her personal impression of Dr. Goucher, said: "His invariable optimism, courtesy, consideration, and friendliness are the qualities that always come to my mind first when I think of him,"²²⁵ and "I saw him many times under trying circumstances but I never saw his serenity disturbed. Always he was the courteous gentleman."²²⁶

Concerning Dr. Goucher's gifts to the College and of the contributions which came to it through him from one group, Dr. Frank G. Porter, when he was secretary to the Baltimore Conference, wrote a letter to the *Baltimore Sun*, published January 31, 1922, in which he said: "It is a matter of interest that in the founding and development of Goucher College, the First Methodist Episcopal Church, through members and constituents, has given approximately \$1,500,000, of which Dr. Goucher has given more than \$500,000." It was often said of him that he was a "money getter, as well as a money giver." Though the financial difficulties pressed heavily upon him through most of his administration, he had the ability to keep these things out of the life of the College, so that the students and faculty were not oppressed by them. In speaking of this characteristic, Dr. Welsh said:

A member of a college faculty may know little about the finances of the institution. I doubt whether any of our faculty knew until after Dr. Goucher's resignation the overwhelming financial burden he had constantly borne. When the responsible head of an institution sees year after year the income fall far short of the outgo, when he sees all possibilities for growth and expansion sacrificed in order to keep the college going, it takes rare qualities

of mind and soul to present to the public a never failing optimism. This Dr. Goucher always did.²²⁷

President Goucher was criticized by some for his financial policies, and a strong but courteous statement along this line was made by President Noble, the successor of President Goucher. This statement and a reply to it will be found in Chapter IV.

Dr. Goucher has sometimes been referred to as an absentee president, because he was away many times on business and for meetings of the church. He took long trips to Mexico and to Egypt, and twice while he was president he made a trip around the world. Yet among the reasons given by Dr. Hopkins for resigning from the presidency was the fact that he could not travel in order to present to those outside of Baltimore the needs of the College as was necessary for the welfare of the institution in the days when it was unknown. Through his journeys Dr. Goucher made friends for the College and secured both gifts and students. It is also to be remembered that Dr. Goucher hesitated about accepting the presidency because he and Mrs. Goucher were fully committed to a deep interest in the cause of missions. That interest and his participation in the work of his denomination he was never willing to give up. His duties as president of the College were left to his discretion by the Executive Committee when he was elected,²²⁸ and he chose to promote both the College and these other causes. Further, the burden of the debt of the College was at times so unbearable that he had to have the rest that came from travel and from immersion for a time in other interests. And on all his journeyings, whether for the College primarily or otherwise, he paid in full all of his expenses. It was fortunate, of course, that Dr. Van Meter was at the College to take over his duties when he was away.

Through Dr. Goucher's administration, the academic development and the financial struggle proceeded side by side, the first attaining success along every line, the second continuing

to the last a problem not fully solved. Dr. Goucher had an unusual power of engaging, directing, and coordinating the labor of others, and through the faculty led by Dr. Van Meter the academic success was won. All the members of the faculty doubtless would endorse the tribute paid to Dr. Van Meter by Dr. Hopkins:

And while we all worked hard and all did our best, a simple sense of justice (to say nothing of gratitude) impels me to record the fact that the man of all others most relied on in those days of trial (I speak now of those associated with me in the internal administration) was he who still serves with unabated usefulness the institution which he did so much to plant and develop—the greatly beloved and revered Dean of the Faculty.²²⁹

It was in every way a happy fact for the College and for the two men that Dr. Goucher and Dr. Van Meter worked together for its development. Of what they meant to it, Dr. Welsh well says:

I doubt whether any college for men or women ever had such a combination to start it on its progress. President Goucher with his faith and optimism kept the College going, while Dr. Van Meter constantly guided the academic advance along approved educational pathways.²³⁰

The success of the College during these years was the result of the efficient and faithful work of many men and women, but all would agree that there were three outstanding personalities, President Goucher, Mrs. Goucher, and Dean Van Meter, and to them, for their gifts of money and ideals and service, will the College be forever grateful.

Chapter IV

THE ADMINISTRATION OF PRESIDENT EUGENE ALLEN NOBLE

1908-1911

Dr. Noble's election—Biographical sketch—Installation—Change of the name of the College to Goucher College—Change in the election of Trustees and other charter changes—Change of the seal—Resignation of Dr. Van Meter as dean—Appointment of Dr. Lord as dean—Sketch of Dr. Lord—Complete separation of the College and the Girls' Latin School—20th anniversary of the opening of the College—Tributes to Dr. William Hersey Hopkins on the completion of fifty years of teaching—His writing of *Almae Matri*—Academic developments—Changes in buildings—Visiting lecturers—Financial crisis—Resignation of President Noble—Estimate of his administration.

DR. NOBLE'S ELECTION

AFTER President Goucher's resignation had been received and accepted, at the same meeting of the Board of Trustees a committee consisting of the members of the Executive Committee augmented by Bishop W. F. McDowell and Mr. James N. Gamble, president of the Board, was appointed to nominate his successor.¹ Subsequently the Executive Committee delegated this task to a subcommittee of three, Mr. Gamble, Bishop McDowell, and Dr. Goucher. The committee worked diligently and quickly. They considered more than fifty men, Dr. Goucher stated at the Alumnae Luncheon. At a special meeting of the Board of Trustees, on May 25, 1908, they were ready to nominate Eugene Allen Noble, principal of the Centenary Collegiate Institute of Hackettstown, New Jersey, who was unanimously elected. President Noble began his official duties at a meeting of the Executive Committee on July 9, 1908.



PRESIDENT EUGENE ALLEN NOBLE

BIOGRAPHICAL SKETCH

Eugene Allen Noble, the son of William Richard and Margaret J. (Hays) Noble, was born in Brooklyn, New York, March 5, 1865. His mother was Welsh. "It is good blood to have, that Celtic strain," said Dr. Noble, "but occasionally some wild old Welsh ancestor appears in me, and has to be put down with a strong hand." When he was a boy he went to an Episcopal school, where, he reported, "When I was so bad I had to be punished, which was not infrequently, I was made to learn a Collect, so that now I have a large collection of those prayers stored in my memory." He did not, however, join the Episcopal Church, but later was converted "in a way," he said, "that meant an entire change of life and caused me to become a clergyman in the Methodist Church."² He prepared for college at the Hackettstown institution of which he later became principal, and in 1891 was graduated from Wesleyan University (Connecticut) with the degree of Ph.B. He then spent a year in the study of theology at Garrett Biblical Institute in Evanston. Before coming to the Woman's College, he had received the honorary degree of S.T.D. from Wesleyan University and that of L.H.D. from Dickinson College.³ Later he received the degree of D.D. from St. John's College, Annapolis, and LL.D. from both Hamilton College and the University of Pittsburgh. He was a member of the Alpha Delta Phi and Phi Beta Kappa fraternities.⁴

Dr. Noble was ordained in the Methodist Episcopal ministry and served two churches, Grace Church, Bridgeport, Connecticut, 1891-95, and Eighteenth Street Church, Brooklyn, 1895-97.⁵ While at the latter church, during the illness of the superintendent, he was appointed assistant superintendent of the Seeley Hospital, a Methodist institution in Brooklyn. Later he was elected to head the hospital and served in that capacity from 1897 to 1902. He managed the affairs of the hospital through a period of crisis with extraordinary prudence

and conspicuous success. For five years he was a trustee of Centenary Collegiate Institute. During that time the buildings were completely destroyed by fire. After they were rebuilt, the institution had a heavy debt and there was, moreover, a deficit in the operating expenses. The presidency was vacant, and Dr. Noble was urged to take it. After refusing, he was again approached, and this time he accepted. During his term of six years, 1902-08, the mortgage debt was much reduced and the school became self-supporting.⁶

While at Wesleyan University, Dr. Noble began some studies in English literature, which he carried on with such success as to win special commendation from Professor Caleb T. Winchester. At the time of his coming to the Woman's College, he was writing a life of Whittier, and was engaged in studies on the development of the English language as indicated by versions of the Scriptures.

On November 19, 1893, he was married to Lillian White Osborn of Port Chester, New York. At the time of their coming to the College they had two children, a son, Francis, thirteen years old, and a daughter, Beatrice, eleven.

Dr. Noble was a man of cultivated tastes with a wide, accurate, and sympathetic knowledge of books, pictures, and music. His wife was a woman of culture with a charming and friendly personality and she was in complete accord with her husband in every phase of his work.

In one of the numerous interviews concerning him, when he came to Baltimore, we find in the *Baltimore Sun*, May 26, 1908, the following:

Hackettstown is a great old place, but Dr. Noble has none of the airs of a villager. He speaks of New York as if he knew his way around, of the Adirondacks with all the love of a fisherman, of art and books like a man who knows an etching and who loves Browning and other poets. He already knows what sort of fishing he may expect down here. . . . Dr. Noble isn't clerical by any means. . . . At first sight he looks as if he just fitted the idea the trustees had when they talked of electing a layman.

He could easily be taken either for an "energetic business man or for a physician." "But," said an interviewer in *The Baltimore News*, "when he speaks of his religious experiences, the strong reverential spirit of the man appears."

It was marked that in the midst of a group of frock-coated ministers his gray suit was in effective contrast. His costume pleased the students.

"He . . . always wears a grey suit. We are glad he has a habit. We should be lonely if he hadn't. Dr. Goucher's buttonhole carnation has been our presidential habit hitherto, but we look with favor on the gray suit."⁷

The needs of the College when he came were well summed up in *Donnybrook Fair*, 1910, published during the first year of his administration:

The tasks that await the President are of a very trying nature. Provision must be made, first of all, to establish the College permanently on a sound financial basis, [and] to secure constant and large revenue. Then provision must be made for larger numbers of students in buildings, equipment, and teaching force. The departments existing already need strengthening. The alumnae should be bound more closely to the College. Finally: we need a campus.

In an article written for *Kalends*, November 1908, President Noble set forth his ideal for the College:

To train young women so that they may have a clear and comprehensive knowledge of things, persons, and events, to train them so that they may have a sympathy with and appreciation for all that is fine and beautiful and lovable, and to pursue their course of training in full view of current life, so that they may later be called into the high and worthy and needful social service which only a trained woman can give—this is the ideal of the Woman's College.⁸

When Dr. and Mrs. Noble first came to the College they were the guests of honor at many functions, the most elaborate being a banquet on October 13 in Goucher Hall given by the faculty. On this occasion Dean Van Meter presided and

responded to the first toast "Our New Chief"; Dr. Welsh spoke in honor of "Madame President"; Dr. Hopkins on "The College: the Past is Secure"; and President Noble made the concluding speech on "The College: the Future."⁹ The Trustees fixed the salary of President Noble at \$5,000 with traveling expenses and a home in Roland Park, or \$6,000 and traveling expenses, he to select his own house.¹⁰ Dr. Noble seems to have selected the latter plan and the first two years of his presidency he and Mrs. Noble lived at 2222 North Charles Street¹¹ and the last year at 2327 North Charles, in a house which was purchased by the College.¹² Both students and faculty enjoyed the hospitality which Dr. and Mrs. Noble graciously dispensed. They carried on the tradition of a winter reception to the seniors and faculty. Mrs. Noble was well liked by faculty, alumnae, and students. On October 9, 1908, she was elected honorary member of the freshman class, the class of 1912.

INSTALLATION

Dr. Hopkins and Dr. Goucher had no special installation ceremony upon assuming their office as president of the College; the first such function took place for Dr. Noble on Tuesday, February 2, 1909. To prepare for the exercises, the Executive Committee had appointed Bishop McDowell, Dr. John F. Goucher, and Mr. B. F. Bennett, and the Board of Control, Dean Van Meter and Professor Shefloe. To these was added later Professor Eleanor L. Lord. The ceremonies took place in the First Methodist Episcopal Church at four o'clock. The students and alumnae marched to the Church from Bennett Hall and the delegates, faculty, trustees, and guests from Goucher Hall, "perfect weather" adding to the beauty and dignity of the occasion. The banners of the students and alumnae and the gay colors in the hoods of the alumnae, faculty, visitors, and other dignitaries made an attractive

picture. The first division in the procession was made up of students of the College; the second, of alumnae; the third, of representatives of civic and religious institutions; the fourth, of representatives of schools; the fifth, of delegates from colleges and universities; the sixth, of the faculty of the College; the seventh, of the trustees; and the eighth, of Dean Van Meter, chairman of the Committee in the absence of Dr. Goucher, and those who were to take part in the exercises. Dr. Shefloe was the Chief Marshal. About fifty colleges and universities were represented by faculty or graduates; twelve of these—Johns Hopkins, Bryn Mawr, Vassar, Wesleyan, Northwestern, Upper Iowa, Randolph-Macon, Swarthmore, University of Illinois, Howard University, Western Maryland, and University of Pittsburgh—sent their presidents. The attendance was about 900; every seat was occupied, and many remained standing throughout the program.

A student account of the event is given in *Kalends*, March 1909, as follows:

To those present who had never seen a great representative college function, the spectacle was one of unusual solemnity and magnificence. At 3 o'clock the gym promptly filled with excited undergraduates and equally excited but more composed alumnae, who in caps and gowns and hoods carried banners yellow with age and of color schemes that filled the undergraduates, some with mirth and some with the tender respect due to age. The robing rooms for the various dignitaries fortunately faced the gym, and at all times you might have seen girls hanging breathlessly out of Bennett Hall windows as they watched William adjust vari-colored hoods about the necks of the august. And with what pride was it that we, with an anxious jealous eye for our own, saw that our faculty was just as festive and distinguished and gay in colored hoods as we could possibly have desired. . . . With what genuine enthusiasm did we greet the Head Marshal, our benefactor on many occasions, and especially this one!

Once in the chapel, the dignity and beauty of the scene began to dawn on us. In front was the organ loft deep-set in palms; all around us in the galleries were hundreds of our college mates, and below there was a sea of color, noted college presidents, educators, bishops, prominent officials, all in gala academic robes.

The following was the order of exercises:

Processional—Coronation March (Svendsen).

Hymn—"Holy, Holy, Holy, Lord God Almighty."

Invocation by the Reverend James M. Buckley, D.D., LL.D.

Statement of the Board of Trustees.

Greeting from John Franklin Goucher, D.D., LL.D., President Emeritus of the College.

Installation of Eugene Allen Noble, S.T.D., as President of the College, by Bishop Wm. F. McDowell, D.D., LL.D.

Address by Henry Smith Pritchett, Ph.D., LL.D., President of the Carnegie Foundation for the Advancement of Teaching.

Address by Elmer Ellsworth Brown, Ph.D., United States Commissioner of Education.

Address by Ira Remsen, Ph.D., LL.D., President of Johns Hopkins University.

Address by John E. Semmes, Esq., President of the Board of School Commissioners, Baltimore.

Inaugural address by President Eugene Allen Noble.

Ode—"Alma Mater."

Doxology.

Benediction by Bishop Luther B. Wilson, M.D., D.D.

Recessional—Triumphal March from "Naaman" (Costa).

In the absence of James N. Gamble, president of the Board of Trustees, Bishop W. F. McDowell presided during the first part of the ceremonies. After Mr. Charles E. Hill, on behalf of the Board of Trustees, had presented Dr. Noble as President of the Woman's College of Baltimore, and after the reading of a letter of congratulation and good wishes from Dr. Goucher, who was on his way to Egypt on account of his health, Bishop McDowell, installing Dr. Noble as president, bestowed upon him the charter and keys of the College, the symbols of its authority, while there was placed upon his shoulders by the president of the Alumnae Association, Anna Heubeck, '92 (Mrs. Walter Knipp) and Mary Watson Green, '97, an alumnae trustee, a hood lined with the college colors, the academic insignia of his office.

In his inaugural address President Noble discussed three

factors in social progress: education, woman, and the Church. "The broad policy outlined in this address appealed to the audience, and especially to that part representing the Woman's College, because of the spirit of tolerance, progress, and idealism pervading it."¹³

IMPORTANT CHANGES

President Noble was at the College for three years, and during that period there were a number of important changes: in the charter, in the name of the College, in the seal, in the deanship, and in the relation of the College to the Girls' Latin School.

One of the most important happenings in Dr. Noble's administration was the change in the Charter and By-Laws. Some of the amendments were far reaching, others concerned minor details.

In Dr. Goucher's administration in 1907, the Board of Control had appointed a committee of three, Dean Van Meter, Professor Hopkins, and Professor Hodell, to study the matter of the eligibility of the College for the Carnegie Pension Fund. This committee, reporting on November 4, 1907, found that a change in the charter and the passage of a special resolution were necessary. They reported as follows:

1. That this college under its present Charter falls in Class 3 of institutions grouped as denominational by the trustees of the Foundation. This is due to the charter demand that the trustees must be confirmed by the Baltimore Conference. . . .

2. That the removal of these requirements from the Charter would bring the College into Class 5 of the grouping referred to.

3. That while the institutions of Class 5 are not ineligible to the Carnegie list, it is nevertheless required that the trustees certify by a resolution to the trustees of the Carnegie Foundation that notwithstanding the lack of specific prohibition in the charter "no denomination test is imposed in the choice of trustees, officers, or teachers, or in the admission of students, nor are distinctly denomination tenets or doctrines taught to the students." Upon the passage of such resolution by the governing bodies of such institu-

tions, they may be recognized as entitled to the benefits of the Carnegie Foundation so far as considerations of sectarian control are concerned.

Your committee therefore recommends that the Trustees of the Woman's College of Baltimore be memorialized to take into consideration the advisability of adjusting the college charter to the requirements of the Carnegie Foundation.

It may be added for the information of the Board of Control that correspondence has been conducted with Dr. Pritchett, the president of the Foundation, and a conference held with him by a member of the Committee. Dr. Pritchett expressed himself as perfectly satisfied that this college is eligible, with the exceptions above mentioned, and stated that he would visit the College at an early day, and is anxious to see it placed upon the list of accepted institutions.

At a meeting of the Board of Control a month later, President Goucher's resignation occupied the attention of the Board, and the suggested change in the charter was not discussed.

The movement that resulted in the charter changes in Dr. Noble's administration grew out of the discussion about changing the name of the College. Of the reasons for the choice of the first name, Dr. Froelicher wrote in *Donnybrook Fair*, 1929:

Why was this college called by so odd a name as the Woman's College of Baltimore? Some years later, Dr. Goucher himself explained. It was, in the first place, to break down all prejudice against the word *woman* in a part of the country where all females, above childhood age, colored included, were called *ladies* or females and where the region teemed with Ladies' Academies or Female Seminaries or Ladies' Finishing Schools. *Woman*, so he said, was the sweetest, finest term by which the sex could be known. Furthermore, in the days when colleges for women closely followed the Johns Hopkins curriculum, on the principle that there should be no difference in the education of the two sexes, this was to be, not a college for women parading in men's attire, but a college for women as women. *Woman*, it was argued, had her particular and exclusive place in creation and as her vocation in life was different so should also be her preparation for her particular vocation; as wife, mother, and ministering angel. Hence the *Woman's College*. It was moreover, not to be an academy or Lyceum or Finishing School nor strut about under the pretentious title of university, as so many half-baked

high schools did, but it was to be a *college* in the true sense. It was to be first of all, a college for the women of *Baltimore*, the educational key position for the whole south and a region where the higher education of women was taboo. . . . This was then to be a college to break down the prejudice against higher education for women among women of Baltimore. Hence the Woman's College of *Baltimore*. Finally the college was planned to do work of such high character that for all times to come it was to be *The Woman's College of Baltimore*.

A few years after the College opened, discussion was begun about the desirability of a more distinctive name. In 1893, Professor Frank R. Butler stated:

In its name, it is perhaps not altogether fortunate. This seems to be too long, and since it inevitably suggests a type rather than an individual, lacks distinctive character. It wants the ease of utterance and the condensed suggestiveness which are needful in order that a mere name shall come to affect the imagination and the sentiment deeply. But who can tell but that the recognition of this fact may one day lead some one to endow the college generously enough to bring about a change in the name?¹⁴

To the reason given by Professor Butler was added within a few years another important one—the confusion that developed from the establishment of other “women’s colleges” some of them of not very high grade.¹⁵ At the Alumnae Luncheon in 1898 when Dr. Sheffoe suggested the Norse names for the residence halls he also proposed that the name of the College be changed in honor of Dr. and Mrs. Goucher. But at this time Dr. Goucher was not favorable to a change.¹⁶ The students, however, with their interest stimulated by the new names of the halls of residence, in the Public Opinion Department of *Kalends*, January 1898, said:

There is need for a change of name because we are a first rank college with a third-rate name. . . . Several good names have been mentioned in a tentative way: Calvert, for instance, in honor of Lord Baltimore; Goucher for our honored President; and Fisher for the much loved wife of our President.

Other suggestions were made: “Arundell College,”¹⁷ or “some one of the fathers of the Methodist Church might have his

labors perpetuated in the name.”¹⁸ Nothing happened at this period, but the subject was revived from time to time, and at the end of 1907-08, when Dr. Goucher retired from the presidency, the students sent to the Board of Trustees a petition dated May 22, 1908, saying in part:

Whereas, the students of the Woman's College realize the disadvantage of the name, the opportunities of the present time, and the debt of gratitude and affection due the retiring President,

Therefore, the Students' Organization of the Woman's College of Baltimore respectfully petitions the Board of Trustees of the Woman's College of Baltimore that said name be changed to Goucher College, or that, if this be impossible, some other individualistic and characteristic name be chosen by you.

The matter was referred by the Trustees to a committee of three to report at the next regular meeting, the committee consisting of James N. Gamble, Bishop W. F. McDowell, and Charles E. Hill. In the meantime, at the annual meeting of the Alumnae Association, 1908, it was voted to ask the Trustees to change the name to Goucher College. Shortly afterward, the committee of the Trustees reported as follows:

Conditions have arisen since the College was organized which seem to make it desirable that the present name be in the near future discontinued or essentially modified. . . .

We advise that in loving memory and grateful appreciation of the services of the Reverend John Franklin Goucher and Mary Cecilia Goucher, the name of the Woman's College of Baltimore be changed to Goucher College.¹⁹

The report was received but action on it was deferred.²⁰

At the meeting in November 1908, it was the sense of the Trustees that the name should not be changed at that time. Since it was apparent that a change of name would require a change of charter, it was decided to consider several other modifications at the same time in order to eliminate obscure passages and to “bring the institution up to date in charter as it is in fact.” And for this larger task another committee was

appointed—Bishop McDowell, Bishop Cranston, Aldis B. Browne, Charles E. Hill, H. S. Dulaney, and President Noble, *ex officio*. The committee took a full year to do its work. "After much deliberate discussion, the name was changed to 'Goucher College'," said Dr. Noble. "The name, Goucher College, was the inevitable name. That it came in 1910 was fortunate; that it had to come sometime was certain."²¹

To the change, there had been some opposition on the part of trustees, alumnae,²² faculty, and students, some for financial reasons because an institution named for an individual loses some gifts, and some on the score of sentiment of one kind or another. And so the Trustees acted slowly, coming to their decision after "nearly three years of serious consideration and realizing the full significance of the interests at issue."²³ "Under the new name, which is definite, appropriate, and serviceable," commented President Noble, "the College enters upon a new era." In an editorial in the March 1910, *Kalends*, the students expressed their pleasure:

We, who for over twenty years have been well-nigh nameless, who have suffered hopeless confusion with institutions of similar name but inferior standing, who when the world bestowed on us the title 'Ladies' College of Baltimore' have inwardly raged, while we outwardly pitied an ignorant and unenlightened public, we at last have had a name conferred upon us. And as for that name . . . is it not mentioned always . . . with a loving thought of those who bear and have borne it?

The next important change dealt with the method of electing the trustees. In the original charter of 1885, article 2, the provision was made that members of the Corporation might be elected by the corporation, "provided, however, that such election shall be submitted to the Baltimore Annual Conference of the Methodist Episcopal Church for approval or rejection."²⁴ In the amendment to the charter in 1890, section 6, the power of the Baltimore Conference was strengthened. "All new members . . . to be approved by the Baltimore Annual Conference of the Methodist Episcopal Church at the Annual Ses-

sion of the said Conference next succeeding such election, and the election of any member who shall not be so approved shall be void.²⁵ In the 1910 amendment to the charter, there was a radical change. The names of the trustees were not to be submitted to the Baltimore Annual Conference, but to the Board of Education of the Methodist Episcopal Church, and the milder language of the original charter was used "for approval or disapproval, as the case may be."²⁶

At the meeting of the Baltimore Annual Conference in March 1909, before the passage of the amendments to the charter, there was evidently some concern about the rumored change, and in the resolution offered by Dr. C. W. Baldwin and adopted, there was the following:

Whereas, the College was projected and founded by the Baltimore Annual Conference, and by its charter sustains a most intimate relation to this Conference. . . .

Resolved, That in the judgment of this Conference the relation now existing between the Woman's College of Baltimore and the Baltimore Annual Conference as set forth in its present charter, should not be disturbed.²⁷

When President Noble presented his report to the Baltimore Annual Conference in March 1910, after the charter changes had been made, he referred to the "fear [that] had been entertained by some that an effort might be made to lessen the binding ties that exist between the College and the Methodist Episcopal Church. . . . It is my duty and honor to state clearly that it has not been in the mind of the governing board of the Woman's College . . . to alienate, in the slightest degree, their institution from the Methodist Episcopal Church." And he went on to make the following explanation of the reason for the change in the method of electing the trustees:

Heretofore, since 1890, the power of veto has been held, but not exercised, by the Baltimore Annual Conference. The old charter compelled the Baltimore Conference to take annual action in reference to the election of trustees of The Woman's College. This caused some criticism, criticism which was pertinent and relevant in view of a very important matter connected

with denominational education. It has been said by certain influential persons that a defect in the organization and operation of denominational institutions is that they are too frequently governed by persons or bodies who are not primarily interested in the work of education. That is, they are governed by Synods, Conferences, Bishops, Boards, or Legislatures, whose fundamental duties are not related to educational enterprise, and it has been commonly said that denominational institutions have not been discriminated against because they were denominational, but because, as denominational, they were non-educationally managed. Let it be made as plain as possible that this statement has gone broadcast from those who were thought to be averse to giving recognition to denominational institutions. It did look as if there were some point in the criticism that an educational institution should be managed by those who are primarily interested in education. . . . The action of Goucher College has related the College to an agency that *is* primarily and specifically engaged in the work of education. . . . Instead of cutting loose from denominational relationship, we have tied in very tightly.

In addition to the two changes which have been considered there were several others which should be mentioned—the definition of the duties of the dean, the modification of the term of the trustees, and the recognition of the alumnae trustees.

Not until the charter of 1910, was there a section on the office of dean, defining the duties and stating “that the Dean shall be the second executive officer of the Institution.”²⁸

In the original charter, the trustees were elected for a period of five years;²⁹ in the amendment of 1910, the term was changed to four years.³⁰

For the first time in 1910, charter recognition was given to the alumnae trustees. Since 1893, the Alumnae Association had exercised the privilege bestowed upon it by the Executive Committee of nominating yearly a trustee, but now a higher sanction was given to it. Among the “not fewer than 12 nor more than 40 trustees” were to be included “the president of the College, *ex officio*, and four representatives of the alumnae of the College to be nominated by the General Alumnae Association.”³¹ At first there were five alumnae trustees each serving for a term of five years; by this change of 1910 there

were four, each serving for four years; by the change in 1914, in Dr. Guth's administration, when the term of all trustees was reduced to three years, there were but three. This diminution in number, however, was offset by the fact that alumnae were chosen directly by the Board of Trustees in addition to those nominated by the Alumnae Association.

About the same time that the name of the College was changed there was a change in the seal.

In Chapter III is described the first seal of the College which was in readiness in 1892 for the diplomas of the first graduates. In 1902, there was a discussion about the need for a change in the seal, doubtless because it was known that it was not correct from the point of view of heraldry. For the triangle with rays of light emanating from its sides, there was proposed the substitution of an open Bible with the words "Your whole spirit and soul and body be preserved blameless. 1. Thess. 5:23."³² The matter was referred by the Executive Committee to the Board of Trustees³³ and by them referred again to the Executive Committee,³⁴ but no final action seems to have been taken, and the seal remained unchanged until Dr. Noble's administration. During his second year, 1909-10, he asked the Trustees to appoint a committee of three, to prepare a new seal for the College. The idea met with favor, and Dr. Noble, Janet Goucher Miller, '01, and Dean Van Meter were appointed with instructions to report to the Executive Committee.³⁵ A design was submitted and adopted, February 24, 1910.³⁶ On the new seal, the date 1885 (of the first charter) and the old legend, 1 Thess. Chapter V, verse 23, were retained; the suggested change of 1902—the open Bible—was included, and the arms of the State of Maryland, three Della Robbia lilies, and an additional motto, "Gratia et Veritas," were added. The lilies symbolizing womanly grace and the new motto were the suggestions of Dean Van Meter. In the first form the shield rested within a trefoil, which later was changed to a quatrefoil. To this very unimportant change,

there was added in 1923 an important one—a change in the motto on the seal, from I Thess. Chapter V, verse 23, to I Thess. Chapter V, verse 21. The seal thus became heraldically correct and identifies the College as an educational institution chartered in 1885 in the State of Maryland, resting upon a religious foundation, having as its purpose the search for truth and the cultivation of womanly grace, and seeking to “prove all things; hold fast to that which is good.”

The new seal and the new name were used first on the title page of the *Bulletin of Goucher College* for March 1910, which published the Charter and the By-Laws and stated that they were adopted at the annual meeting of the Board of Trustees held February 2, 1910, and that the name of the College was changed and the charter of the College amended by Act of the General Assembly of Maryland, passed March 31, 1910.

There was also an important faculty change in Dr. Noble's administration. At the end of 1909-10, Dr. Van Meter retired from the deanship, an office which, in the words of President Noble, “he had created by multifarious activities outside of his work as a teacher, and filled with singular devotion for many years.”³⁷ He had been dean for eighteen years.

Upon his retirement, he devoted himself entirely to teaching for the remainder of Dr. Noble's term.³⁸ An expression of appreciation of what he had meant to the students, past and present, was given in *Kalends*, January 1911:

When Professor Van Meter signified his intention to relinquish the duties of the office of Dean, a position which he had filled for so many years with conspicuous success and in which he had rendered the truest service to the College, the announcement was received with profound regret on the part of all the members of the institution, as well as the alumnae who revere him as their wise counselor and friend and cherish for him an affectionate admiration and gratitude. To the hundreds of young women who have graduated from the College as well as those fortunate enough to be still within its precincts, Professor Van Meter has been something more than a professor and executive officer; he is an inspiration to high endeavor and enthusiastic devotion to learning, a scholarly enthusiasm that makes college days a

fountain of intellectual refreshment. But it is not on the intellectual side alone, or chiefly, that Dr. Van Meter holds a place of rare elevation in the hearts and thoughts of his colleagues and pupils. He is the soul, at once, of kindness and chivalry; of devout faith, yet most benign tolerance; and upon all who have sat under his guidance and instruction, he has exercised an influence that will abide with them for good throughout their lives. Little wonder that the alumnae invariably proceeded first to his office when they returned to visit their Alma Mater.

And further, as an expression of their love and gratitude, the alumnae at the annual meeting of the Alumnae Association, June 3, 1911, voted to name the fellowship, for the endowment of which the general group and the chapters had been working for many years, the Dean Van Meter Alumnae Fellowship. Toward the endowment fund for this fellowship, the Class of 1904 gave five hundred dollars in the name of Dr. Van Meter, its honorary member.

President Noble, at the commencement exercises in June 1910, said:

This occasion permits a brief word of reference to the faithful service which has been rendered to the College by Professor John B. Van Meter, D.D., in the office of Dean. With an unusual perception he has clearly understood the problem of the higher education of women, and with unexampled devotion has built himself into the lives of the graduates of this institution. He retires from the activity of the dean's office in order to devote himself exclusively to his work as a professor in the College.

Also, a committee of the Board of Trustees consisting of Mary Conner, '01 (Mrs. William Van V. Hayes), William H. Maltbie, and Luther T. Widerman, prepared a resolution expressive of the Board's appreciation of his services:

Whereas John B. Van Meter, after serving Goucher College as Dean from its foundation³⁹ until June 1910, and,

Whereas his service has been marked by an unusual degree of self-sacrificing devotion to the Institution, and,

Whereas a large measure of the success of the Institution has been due to his faithfulness to the interests committed to his care, and the wisdom, ability, and tact with which he has discharged the duties imposed upon him,

Therefore, be it resolved by the Board of Trustees of Goucher College, that in accepting his resignation, as Dean, we hereby spread upon our minutes an expression of our appreciation of the services already rendered by him, and of our regret that he is unwilling to continue longer in that position, and of our gratification that he is not to sever his relation with the Institution, but is to continue his work as Instructor therein.⁴⁰

In seeking a successor to Dr. Van Meter, the administration decided in the end to give preference to a woman and when this decision was rumored about, the thoughts of students, alumnae and faculty turned to Eleanor L. Lord, professor of history.⁴¹ She herself was unaware that she was being considered and it was a complete surprise to her to learn of her appointment by the Board of Trustees on November 30, 1910. In this case the position sought the person. The announcement at chapel on December 1, 1910, that Dr. Lord was appointed dean was "greeted with the heartiest applause and rejoicing." She brought to her work an equipment of training, experience, and sympathy that promised much for useful service in her new office.⁴² By virtue of the place of her birth, of her early education, and of her first college training, Dr. Lord represented New England; through her graduate study and her teaching, she had a wider connection; in her sympathies, educational survey, and thinking she was truly cosmopolitan.⁴³ She was born in Salem, Massachusetts, and received her bachelor's degree from Smith College in 1887 and her master's in 1890. She was fellow in history at Bryn Mawr College, 1888-89; she held the European Fellowship of the Woman's Educational Association of Boston and was a student of history at Newnham College, Cambridge, 1894-95; from Bryn Mawr College she received her Ph.D. in 1896. Her doctor's thesis was on the subject of International Peace. She taught for a brief period in Malden, Massachusetts, and later became instructor in history at Smith College, from there she came to a similar position in the Woman's College in 1897. She was an instructor for three years, an associate professor for four, and then

in 1904, was made professor, an unusual honor to come to a woman in the Woman's College. Dr. Lilian Welsh writes:

It was not President Goucher's policy to appoint women to professorships and except in this department [physiology and physical training] the only woman on the Board of Control was the woman physician. In 1904, Dr. Eleanor Lord, associate professor of history, was made full professor and from that time until 1916 Dr. Lord and I were the only women on the Board of Control, which determined the academic policy of the College, and, until student government became a part of the college policy, exercised a certain measure of control over the rules and regulations for the conduct of students.⁴⁴

Dr. Welsh, in enumerating the influences which seemed to her to have forced the College into the path of educational soundness, counted Dr. Goucher with his unfailing optimism which kept the college doors open in spite of constantly increasing debt and his zealous guarding of academic freedom; Dr. Van Meter "with his ear always close to the educational ground, always an advocate of educational progress and educational freedom"; the young men professors, for the most part doctors of philosophy of the Johns Hopkins University, with their high ideals of scholarship. She continued:

Above all, shall I say beneath all, was the influence of the women instructors the majority of them graduates of northern women's colleges, determined that the instruction of girls in this college should measure up to the standards women had set for themselves. In the classroom and outside of it, they were continually encouraging the students to form high ideals of scholarship and to demand that the College should stand for these ideals, bringing their influence to bear on the college authorities on the one hand and on the students, on the other.⁴⁵

Among these women, Dr. Lord was the leader, and in her long connection with the College she influenced the students along scholarly lines. She was honorary member of the Class of 1902, whose commencement ivy came from her college, Newnham. In writing of her, soon after her election to the deanship, a student said in *Kalends*, January 1911:

Her charming womanly traits never fail to win the esteem of all who come into personal relations with her. She has a genial sense of humor, a delight-

ful simplicity, and a perfect freedom from cant or pretense. Her sincerity of purpose never fails to convince. . . . Her helpful and affectionate relation to the students in their various activities has always made them eager to seek her advice, confident of a ready response in every worthy effort. . . . She can enter upon her new official duties with the well-founded assurance of a universal approval and cordial goodwill. Here's to you, Dean Lord; success and joy! Here's to our College; congratulations!

Shortly after her election to the deanship, Dr. Lord suggested the appointment of a joint committee of faculty and students, called the College Council, with a view to bringing about closer and more sympathetic relations between them, through the discussion of matters relating to the general life of the College and to particular student activities with regard to which such interchange of opinions was likely to be profitable.⁴⁶

In President Noble's administration the Girls' Latin School became completely separated from the College. It had occupied Catherine Hooper Hall since 1893, but in 1909 it moved to Alfheim Hall, corner of Calvert and Twenty-third Streets, which it leased from the College.⁴⁷ For one year after this removal, the Board of Trustees of the College continued to be, as it had been, its directing body and the Executive Committee continued to appoint its faculty.⁴⁸ In 1910-11, the final binding tie was severed, and the Girls' Latin School became an independent institution, incorporated under an interdenominational Board of Directors.⁴⁹ Miss Nellie N. Wilmot was principal of the school at this time. In Alfheim, the two upper floors were used for boarding purposes, and the two lower floors for recitation rooms and other school activities.⁵⁰ The school continued to lease this property from the Trustees of the College until 1914,⁵¹ when the building was needed by the College itself, and the Girls' Latin School moved elsewhere. At the fortieth anniversary of the school in 1930, it was stated that about fifty percent of the graduates, some 675 in all, had entered college, and of these 361 had been graduated from Goucher College.

The removal of the Latin School from Catherine Hooper Hall in 1909 gave the College its much needed science building, and in a short time the departments of physics and chemistry were established there.

MISCELLANEOUS ITEMS

In addition to important changes already considered, there are also several other events in Dr. Noble's administration to be recorded.

In the first year, the twentieth anniversary of the opening of the College was celebrated in a simple way. While Dr. Goucher was yet president, a committee consisting of Professor Maltbie, Professor Shefloe, and Professor Thomas had been appointed to arrange for an appropriate observance.⁵² Dr. Goucher's resignation, however, prevented any elaborate preparation, and the event was marked only by special exercises at the chapel service on Friday, November 13, 1908.⁵³ exactly twenty years from the time of the formal opening. In planning "to recognize such an important event in some suitable way, attention [was called] to the significant address delivered at the opening of the College by the President of the Johns Hopkins University, Dr. Daniel Coit Gilman, on 'What may Be Secured by a Liberal Education.' The recent death of ex-President Gilman [gave] peculiar emphasis to his masterly utterance."⁵⁴ The principal speaker on the occasion of the twentieth anniversary was Dean Edward H. Griffen of the Johns Hopkins University, who spoke on a phrase from Aristotle which had been used by Dr. Gilman twenty years before in his address at the opening of the College and which was thought to have been the guiding motto of his life: "The right conduct of business and the noble employment of leisure." This was given to the students as worthy of their adoption for the goal to be attained by their training.⁵⁵ President Noble presided at the exercises and delivered an address on the liberal education of women. On account of illness, Dr. Goucher was



CATHERINE HOOPER HALL.

unable to attend. Subsequently, Dr. Noble had Dr. Gilman's address published to mark the twentieth anniversary and also as a tribute of respect and regard for the great educator who had been a friend of the College.

The commencement of 1910 was made more impressive by the fact that for the first time on such an occasion, to the great satisfaction of alumnae and students, the faculty were academically garbed, and further that the procession marched from the front of the Lyric through the main aisle to the stage in the order followed ever since.⁵⁶ In his commencement address in 1910, President Noble paid a tribute to Dr. William Hersey Hopkins, who at the end of 1909-10 had rounded out fifty years of teaching. Dr. Noble spoke of him as one who "with rare appreciation of what is involved in the function of teaching, and with rare devotion to his ideals . . . [had] successfully stimulated the love of letters and the pursuit of knowledge among many students."⁵⁷

All of Dr. Hopkins' days of teaching were spent in his native state of Maryland. At the outset of his career, the classics held absolute sway in the educational world; at the end of his half-century they had been supplanted by science and modern languages. His fight for the value of the classics in college training won for him friends who admired "his honesty of purpose, his enthusiasm, his moderation, his scholarship, his grace of speech, and his personality."⁵⁸

His anniversary was observed by his friends among the faculty, students, and alumnae. In appreciation of his service to the College and as an expression of their esteem for him, the Baltimore Chapter of the Alumnae Association presented him with a purse of gold.⁵⁹

During the following year Dr. Hopkins wrote his Latin hymn "Almae Matri" which set to music by D. Merrick Scott, college choir director, was first sung at the commencement exercises in 1911. It has been used more than any other college song, and it is loved by hundreds of Goucher women.

During Dr. Noble's presidency, the group system in the curriculum was introduced at Goucher. It was discussed at the end of Dr. Goucher's administration and a committee of five, Dr. Hodell, Dr. Lord, Dr. Kellicott, Dr. Froelicher, and Dr. Welsh was appointed to consider its practicability and desirability.⁶⁰ It was reported on and adopted during the following year.⁶¹

It was during this period, also, that the possibility of offering "extension" courses to teachers and others desiring work of special character or at special hours was considered by a committee of Dean Van Meter, Professor Hodell, and Professor Maltbie.⁶² Toward the end of the academic year, 1908-09, this plan was changed to include cooperation with the Johns Hopkins University and the details were arranged by a joint committee of representatives of the College, the University, and the Board of School Commissioners of Baltimore.⁶³ During the year 1910-11, the plan was put into operation, Professor Kellicott teaching biology, Dr. Annie H. Abel, history, Miss Clara L. Bacon and Dr. William H. Maltbie, mathematics.⁶⁴

Soon after Dr. Noble became president an important change was made in the relation of the head of the department of physiology and hygiene to the students. Up to this time, this professor had not looked after those who were sick. Dr. Welsh says:

In my first interview with Dr. Goucher he told me that the policy of the College was to designate two male physicians resident in Baltimore, one of the regular school (he said 'allopathic') and one homeopathic, to be called to the [halls] in cases of illness, the nurse in charge calling the doctor after ascertaining from the student her preference. . . . When Dr. Noble became President, I was appointed by action of the board of Trustees, medical adviser of the College, with the understanding that I was to organize the care of the sick in the infirmary as I saw best, but to receive no compensation for medical services from the College.⁶⁵

In Dr. Noble's administration there were a number of changes in the interior arrangement of the buildings. With

the removal of the Girls' Latin School from Catherine Hooper Hall, the physics and chemistry departments were changed from the lower floor of Goucher Hall to that building. Where the chemistry laboratory had been the business office was set up, the room it continues to use. The Y. W. C. A. was given its present room, the former chemistry lecture room. On the first floor of Goucher Hall, the president's office was established in its present location, which before had been used for the cashier's office, and what had been the president's office became the president's reception room.⁶⁶ There were also numerous changes in Bennett Hall Annex making it better adapted to the work of the biological department.

While Dr. Noble was president, the interest of the students in bringing about a closer relation with the alumnae became deeper. They arranged for a committee to welcome visiting alumnae and give them information about college events, and also for an advisory alumnae committee in connection with the Students' Organization.⁶⁷

In 1908-09, there were only four outside lectures at the College,⁶⁸ but in 1909-10, apparently for the first time, the custom was started of having lecturers weekly, at ten o'clock at the chapel exercises.⁶⁹

One of the interesting persons who visited the College during this administration was ex-President Theodore Roosevelt. He made an address before the student body and invited guests in the First Methodist Church, November 2, 1910. After his talk of about twenty minutes, a reception was held for him in Goucher Hall.⁷⁰

FINANCIAL CRISIS

While the affairs of the College were externally serene and prosperous, within, it was faced with an increasingly serious condition.

Dr. Noble came to the College at its most depressing period,

when the outlook for the future was very grave and the finances were at their lowest ebb.⁷¹ Before coming he did not fully understand the seriousness of the situation. In his final report to the Board of Trustees on February 28, 1911, he said, "The work to which you called me more than two years ago was not definitely understood by me when I came. The magnitude of this problem was not even suspected."⁷² The patrons and friends of the College also had no idea of the financial difficulties. President Noble reported:

A misconception exists in many places about our resources. Not a few of those who ought to know better have suspected us of possessing wealth, and have even believed that Aladdin's lamp was in Baltimore and could be rubbed for a new building, more endowment, or anything else. . . . In view of the heroic canvass conducted before my incumbency, and the statements made and the results achieved in that canvass, many persons seem startled to learn that this college now has a debt. They forget that there is a difference between a promise to pay and money in hand, a difference which my colleague, the Reverend Dr. Hugh Johnston, who has given persistent and painstaking effort to the collection of the debt fund, knows from discouraging experience. Besides the unpaid pledges, there is an accumulation of annual deficits covering a period of years and some heavy interest charges to be considered.⁷³

The annual deficits on the current expense account continued. In 1909-10, it cost the College \$317.25 per student to maintain the work, irrespective of board and care of residence halls. The students paid the College, said Dr. Noble, "an average of \$123.83 on this same account, which means that the College donated \$193.42 to each student. . . . This explains the embarrassing deficit which occurs year after year. Until our endowment resources are adequate, this embarrassment must continue."⁷⁴ Though in 1909-10 the total number of students (367) was the largest in the history of the institution, the finances were not helped thereby, because the College was receiving a great many students on the basis of free tuition without having funds to cover such scholarships.⁷⁵

Means to increase the current income and decrease the ex-

penses were sought. In the interest of economy, it was decided to discontinue the two foreign fellowships offered by the College to graduates, and in their place to substitute two resident fellowships,⁷⁶ the holders of which should live in Goucher residence halls and pursue their studies at the Hopkins. When this was done, the fellowship given by the Alumnae Association was called the "travelling" fellowship.⁷⁷ Also early in Dr. Noble's administration, the board for students in residence halls was raised by twenty-five dollars, making the total for board \$300 in addition to the \$150 for tuition.⁷⁸ The President was instructed by the Executive Committee in May 1910 to formulate a plan for "modification or changes in the academic organization and administration of the College for the purpose of reducing expenses without weakening the standard of the College." In pursuance of that policy, the recently organized department of education was discontinued.⁷⁹ President Noble suggested also in his last report to the Trustees, February 28, 1911, that resources might be increased by a laboratory fee and a library fee. "The college has proudly announced a policy of 'no extras,' but there are reasons why laboratory fees and a library fee should be paid by students."

But these were only small savings, and the total debt of the College was assuming large proportions. Of the amount of the indebtedness, Dr. Noble reported about this time:

The inspection of our books by the certified public accountants shows liabilities that total \$479,391.23. As far as it goes this statement is quite correct. But there are expended annuity funds, and also funds used as temporary accommodation, which might be regarded as additions to liabilities. So regarded, the total liabilities of the College, as I estimate them, would total about eight hundred thousand dollars.⁸⁰

To understand more clearly the exact financial status of the College, the Executive Committee in the fall of 1908 asked President Noble and the chairman of the Auditing Committee to investigate the business methods of the institution and make what changes seemed desirable.⁸¹ Dr. Maltbie, no longer a

member of the faculty, but a member of the Board of Trustees, was asked to present a statement of the history of the realty of the College; the Treasurer was requested to present a classified statement showing the history of the securities of the College;⁸² it was voted further, "that a complete list of all gifts to the institution, the terms under which they were made, and the subsequent history of the securities donated be prepared . . . and that preliminary to this complete report, a list of such endowments as are now unencumbered be filed."⁸³ In October 1910 these reports were made.

At this time of financial stress, during the second year of President Noble's administration, the property on the southeast corner of Charles and Twenty-fourth Streets, formerly the residence of John K. Cowen, president of the Baltimore and Ohio Railroad, was acquired. At a meeting of the Executive Committee on November 16, 1909, a committee consisting of Dr. Noble, H. S. Dulaney, and B. F. Bennett was appointed to consider and act upon the proposition of the President to purchase the property. The committee reported later that, if the house were used as a residence for the President and the stable as a shop for the College, it would be an advantage to the Institution sufficient to justify the investment.⁸⁴ Twenty-five thousand dollars was paid for the property which originally had cost seventy thousand.⁸⁵ The transaction was consummated on March 2, 1910, deed having been passed by Mrs. Sara Cowen Monson and her husband to Eugene A. Noble and in turn from Dr. and Mrs. Noble to the College. The money to pay for this purchase was obtained from the Massey Fund. H. S. Dulaney, John T. Stone, and Eugene A. Noble had been appointed by the Executive Committee as the committee on Investment of the Massey Fund, "It being understood that the committee is to invest \$25,000 of this fund in a first mortgage on the property purchased from the Cowen Estate, the rate of interest to be not more than 4 percent; and also to secure a second mortgage for \$25,000 on Fensal Hall at the same rate."⁸⁶

President and Mrs. Noble moved into the Cowen house during the summer of 1910, and during the last year of their term it was the President's House.

About the same time that the Cowen property was purchased, the financial difficulties became acute through the need of repaying to the estate of Mr. William E. Hooper a loan of \$95,000.⁸⁷ It brought to the consciousness of the Trustees "with distressing acuteness the menace of debt."⁸⁸ They turned first to the old Debt Fund of 1905-06, and the President was asked to send a letter to each of the subscribers whose pledges had not been paid.⁸⁹

A careful list of the total subscriptions and payments was reported later to the Trustees. It was found that the subscriptions had totaled \$500,429.50, "not including \$50,000 from the Massey Estate and \$10,000 from the Elizabeth H. Bennett Fund,"⁹⁰ but the total amount paid to date was only \$309,995.68.⁹¹

This plan was evidently not very successful in securing funds, for ground rents, bank stock, and bonds had to be sold and \$40,000 borrowed from the banks to meet this serious need.⁹²

In the fall of 1910, several committees of the Trustees were at work upon the matter of finances; John T. Stone, Sewall S. Watts, H. S. Dulaney;⁹³ B. F. Bennett, W. H. Maltbie, A. Rozel Cathcart;⁹⁴ B. F. Bennett, J. T. Stone, H. S. Dulaney.⁹⁵ There were numerous joint meetings of the Executive and the Finance Committees.⁹⁶

Dr. Noble felt that the time had come for a frank facing of the financial condition of the College by the Trustees, and in what turned out to be his final report to them on February 28, 1911, he presented a candid statement,⁹⁷ making in a few courteous and well chosen sentences an introduction to his criticisms:

No one is more conscious of the propriety of considerate and carefully tempered statement in discussing these matters than I; and I have no intention to sit in judgment or to indulge in personal criticism.

And yet, there should be perfect frankness in stating certain principles that are fundamental to successful college administration, and in such statement there should be on the one hand no intention to find fault and on the other no inference of unfairness.

The safety of Goucher College will not be well assured until we have, at the very least, one million dollars prudently invested in income bearing securities, such as mortgages, ground-rents, bonds, etc. Irrespective of the value of grounds and buildings, and also irrespective of current income from fees, our work compels us to recognize no need so pressing as this need for adequate productive endowment.

A defect in our financial administration is connected with our interpretation of endowment funds. We have included some of our buildings in our estimate of these funds. To use endowment funds for the erection of a college building, even if that building produces revenue, does not seem to me to be most prudent unless the funds have been given for such specific purpose, and to enumerate dormitories among the forms of investment may lead to serious complications. . . . In this connection may I venture to state that the policy of transferring endowment funds to any other fund, either by assuming a mortgage liability or by recording an obligation that implies the payment of interest on the funds transferred, or in any other way, is a policy of great risk. The pressure of an immediate demand in connection with current expenses may bear heavily upon an institution, but the transfer of endowment or other trust funds, even as an expedient, the most urgent, seems to me most dangerous.

The past year has brought to our consciousness with distressing acuteness the menace of debt.

The financial operations of the College have been conducted heretofore in a way which many institutions have found it wise to abandon. The College has been financially divided into two parts, the Board of Trustees, who own and control the institution, whose function is that of proprietorship, and the College, represented by the President and his colleagues. The plan is not unlike that of a church organization, with a board of trustees and a board of stewards. In practice this plan has produced some interesting varieties of operation, as, for instance, where the trustees rent the institution to someone who operates it—a scheme almost but not entirely obsolete. The practical working of the plan in this College relates itself to two accounts, and, as a consequence, a dual sense of financial obligation. This is almost the same thing as saying that the college bookkeeper kept two sets of books; it means an actual separation of activities and often a dilemma with two projecting horns. And our financial condition is closely related to this old arrangement.

If the college account should ever exhibit profits, the Trustees would have

the benefit. But when, as usual, the college account has exhibited a shortage, an effort has been made to persuade the Trustees to assume responsibility for it. And this, in our particular instance, they have done, not, however, by collecting the amount of each annual deficit from generous friends, which would have been wise, followed up by an order to reduce operating charges, but usually by borrowing from banks, from individuals, or from trust-funds what they needed to have. Such a process has been an expedient, and like most expedients, follows a line of least resistance, with consequent danger. Borrowing money may be creditable in the sense of showing that trustworthy persons have credit; but it is never creditable when interest or principal becomes an intolerable burden. The Trustees have undoubtedly had only the highest sense of official responsibility, and a high desire to serve the institution in everything that has been done; and the financial arrangements of the College have imposed burdens which some of them have borne with singular devotion and courage. But I think the arrangements making these burdens necessary are not ideal.

A reorganization of office methods was recommended and ordered some time ago by your Executive Committee. Among the important activities of the past year has been the formulation of a new plan of accounts. Hereafter the College in its operations in all financial transactions, and in every way, will be undivided. One set of books will be kept, with many particular accounts making up a general account, imposing, undoubtedly, more work upon the office force, but putting us where we ought to be. Most colleges have done the same. The Carnegie Foundation is trying to standardize college bookkeeping, among other things, and we have adopted many of their suggestions. Special recognition should be given to one member of this Board, Mr. Henry S. Dulaney, for his fidelity in directing the certified public accountants, and in the preparation of forms, and to our office force in introducing them. This new bookkeeping will not pay obligations, but it simplifies and benefits the financial organization of the College.

Of the effort to provide temporary relief for the debt and of the great need for endowment, he wrote in the same report as follows:

At a meeting of the Board of Trustees held in November, a report was presented by me showing the outstanding obligations against the College. This report was followed by a recommendation that a series of bonds be issued, secured by a first mortgage upon our valuable property, so that we might refund our debt, reduce the interest charges, and provide for some needed repairs and improvements. . . . But I am not deluded by a false

hope that this or any temporary expedient will guarantee the financial comfort of Goucher College. One fundamental essential requirement must be secured. Without endowment we cannot do our work. The statement may seem dogmatic; the facts make it so. Colleges may be qualified for usefulness in various ways; but the qualification for this College is endowment. To this matter I am giving time and hope and effort. . . .

No college can be assured of permanence or can perform its academic functions with such a reasonable guarantee of prosperity as every college needs, if it assumes liabilities which it cannot easily meet, or bears the galling yoke of a great debt. It would be a safe principle for every college to insist that as much money must be raised for permanent and productive endowment as for the erection of buildings and the purchase of grounds. One cannot venture too far in emphasizing the need for productive endowment, which ought to be at least sufficient to provide income to meet the fixed charges for instruction in whole or in large part.

This report of President Noble to the Trustees was approved and ordered printed at the meeting on February 28, 1911. It was published in the regular June Bulletin of the College.

In this report there were four criticisms; namely, that debts were allowed to accumulate; that the cost of the residence halls (since they produced revenue) was counted in the estimate of endowment funds; that endowment funds were transferred to other funds under the pressure of an immediate demand in connection with the current expenses; that two accounts were maintained, one for the College and one for the Trustees.

The reply to the last three of these criticisms is the same. These methods were customary among many colleges at the time they were adopted and were continued in use because they concealed a financial condition which, when revealed, threatened to result in closing the doors of the College. If they had been revealed earlier prospective students would have gone elsewhere and the faculty would have sought other positions. Some of the faculty began to prepare for the worst after the publication of President Noble's report, but waited to see what would be done.

Many friends of the College, moreover, commended Dr.

Goucher for not revealing the true financial condition during this period, among them Dr. Metcalf, who asserted:

The financial backing of the institution was as yet undeveloped. The College had little beyond student fees with which to meet expenses. It constantly faced financial difficulty, often extreme and critical. But none of us knew much about it. Dr. Goucher kept to himself the problems which, if known at all vividly, would have made the atmosphere one of apprehension, not conducive to good work. His not inconsiderable personal wealth was used to bolster the college credit, and there was repeated interweaving of his personal and his official financing in a way that would have been most confusing for an outsider to follow. But it was all most masterfully done. It saved the College repeatedly and in the end did not strain the credit of the College or Dr. Goucher's own finances to the breaking point. No one will ever know fully this burden which Dr. Goucher carried. We lived during those years in an atmosphere of confidence in the growth and success of the undertaking.⁹⁸

Dr. Goucher undoubtedly did things that were dangerous, as he directed the financial policy of the College, but his friends say that the perilous condition of the finances required these measures. If he took great risks, it was in order to avoid the risk of extinction. "Probably no other man," wrote Dr. Metcalf, in 1933, to Florence Edwards Sumwalt, '97, "certainly no other available man, could have pulled the College through its first difficult years. . . . He did it, and never doubted that he would succeed."

As to the matter of the debts, we know that Dr. Goucher and the Trustees early faced the alternative of incurring heavy debts or crippling the institution and made their choice. As President Goucher said to the Trustees, November 17, 1898:

When the Woman's College was projected its trustees had to elect between two policies: To expend simply the moneys in hand and start with a school with a limited faculty, inadequate laboratories and meagre facilities for advanced work, unworthy to be called a college, and thus add another to the long list of schools of large pretense and small possibilities, or to borrow money to equip a first-class institution . . . the latter policy was the one wise one and it was adopted.

In this statement Dr. Goucher makes his own defense for the policy of allowing the College to run into debt, and answers the criticism that an annual deficit implies mismanagement. A college with a first-class faculty and equipment and little or no endowment cannot, with a small student enrolment, avoid an annual deficit. In his last report as President, Dr. Goucher suggested a way out through larger enrolment. It had been his idea that the college should be a small one. "In my judgment, the freshman class should not be permitted at any time to exceed one hundred and twenty-five students." He said this to the Trustees in 1898, and at commencement in 1906, he repeated: "One hundred and twenty-five is the fixed limit of her freshman class." But in his last report in November 1907, he suggested "that the Trustees shall commence planning at once to provide, in the not distant future, to increase her student body from 340 to 800. This is quite possible and from every standpoint desirable." While Dr. Goucher was aware of the advantages of a larger enrolment, it was not until Dr. Guth's administration that this method of avoiding an annual deficit was worked out.

RESIGNATION OF PRESIDENT NOBLE

On June 13, President Noble delivered the commencement address at the conferring of degrees at the Johns Hopkins University.⁹⁹

Just one week previously, June 6, it was announced by the newspapers that Dr. Noble had been elected president of Dickinson College, Carlisle, Pennsylvania, but whether or not he would accept the offer he had not yet made known.

At a meeting of the Board of Trustees ten days later on June 16, 1911, a resolution was passed to the effect that the "Board of Trustees earnestly desires that Dr. Noble shall continue as the President of Goucher College and hereby pledges to him its unqualified and united support in every plan

and effort he may make for its stability, prosperity, and larger usefulness in the work of the higher Christian education of women." The record continues:

Dr. Noble presented his resignation [a very brief statement] "I present herewith my resignation as President of Goucher College."

On motion of Dean Van Meter a committee of two was appointed to inquire of Dr. Noble whether it will be possible for the Board of Trustees to take any action which will lead him to withdraw his resignation, and John T. Stone and George A. Solter were appointed. The Committee reported that after a conference of some length with Dr. Noble, during which the situation was quite fully discussed, it was not apparent that anything would be gained by deferring action upon the resignation.

On motion of Dr. Richardson, the resignation of Dr. Noble was accepted . . . with regret.

The chief criticism of Dr. Noble's administration was that he had not been able to secure additional funds for the College. Some of the ways in which he had aided the College, he listed as follows in 1911 in his report to the Baltimore Conference:

1. We have changed our methods of bookkeeping, a fact of seeming insignificance, but really most radical.
2. We have recast our statement of resources, putting the Endowment Fund entirely apart from buildings and grounds.
3. We have reviewed and revised the list of our outstanding obligations, and desire as quietly as possible to make better provision to carry them.

Though he was criticized for publishing it, Dr. Noble felt that he had rendered his best service to the College in making public his final report to the Trustees. As a result of it, the Trustees were obliged to face the situation of a College heavily in debt and with no endowment.¹⁰⁰ With the College firmly established and its academic standing recognized, it was considered by many no longer wise or helpful to conceal its true financial condition.¹⁰¹

Chapter V

THE ADMINISTRATION OF ACTING PRESIDENT JOHN BLACKFORD VAN METER

1911-1913

Dr. Van Meter's election—Biographical sketch—Summary of his whole connection with the College—Appreciations by organizations and friends outside the College—Characteristics of his work in the College—Tributes from alumnae and colleagues—The million dollar campaign 1911-1913—Babcock classification—Death of Benjamin F. Bennett—Changes in the curriculum—Twenty-fifth anniversary—Dr. Van Meter's work as acting president.

DR. VAN METER'S ELECTION

BY THE end of the academic year 1910-11, the merit and worth of the College had been recognized but its monetary support was as uncertain as its standard was safe.¹ The publication of the frank statement concerning the financial status of the College, followed quickly by the sudden resignation of President Noble, created an emergency difficult to meet. "The Trustees faced two problems of grave significance," said Mr. John T. Stone. "The indebtedness of the years had raised the serious question as to whether Goucher College could overcome its financial difficulties. Unless at least one million dollars was secured, the College must close its doors. Those who knew the facts did not question this alternative. Added to the financial burden was another difficulty, the College was without a president and it seemed impossible to secure the right man."²

At the meeting of the Trustees after Dr. Noble had presented his resignation, it was resolved to appoint a committee of five to consider the situation thus created. Dr. John F. Goucher, Bishop Earl Cranston, H. S. Dulaney, John T. Stone, and George A. Solter were selected and they added to their number



DEAN JOHN BLACKFORD VAN METER

Summerfield Baldwin and Bishop William F. McDowell. After careful thought they recommended that an acting president be elected to begin service August 1. The man chosen was Dr. John B. Van Meter. "No man could better fill the place than Dr. Van Meter," said *The Baltimore News* July 14, 1911, "and the committee without loss of time came to the conclusion that he was the man that should be appointed." He was asked to serve until the first of October, unless a president was elected before that time.³ And then early in the fall the Acting President was requested to continue his work until a new president should be installed.⁴

At the end of the scholastic year 1910-11, Dr. Van Meter, very weary and greatly in need of a rest, had started with his daughter for a summer vacation. While on this trip he received a visit from Dr. Goucher, who urged his acceptance of the leadership of the College in this serious emergency. His daughters were reluctant to have him assume such burdens, but he loved the College too unselfishly to desert it at such a time of peril, and so he undertook the task. His abilities came to their flowering in his long, varied, and valuable service to the College.

BIOGRAPHICAL SKETCH

John Blackford Van Meter was born on September 6, 1842, on the west side of Third Street near Race, Philadelphia.⁵ His parents were Thomas Hurley Van Meter and Johnetta Blackford Van Meter. His father's ancestors in early colonial times came from the Netherlands. His mother's family was of English and French descent and also came to this country in early days.

His mother's maternal grandmother was named Dubree. Dr. Van Meter writes:

This Miss Dubree married a man by the name of Truman. They were living at the date of the Battle of Germantown. Mother has told me, what she no doubt learned from her grandmother's lips, that when the battle

began, her grandmother fled from her house across the open fields, accompanied by her children, and that when she arrived at a spot where she was either compelled to stop for want of strength or where she felt secure, she found herself dragging the two smallest children, one by the arm and the other by the leg.

It is not likely what my great-grandfather displayed any greater warlike qualities than did his wife, although it remains to be explained where he was at the time of the flight. Perhaps he was leading the race. The family belonged to the Society of Friends. . . . It is true that some members of this society were untrue to their principles and shouldered muskets in these trying days, but I have never heard that my great-grandfather was one of them. I think I should have heard of it had it been so, for one of the daughters lived until about 1870, dying then at the age of ninety-four. She was not reticent and would scarcely have forgotten to tell me such a fact of her father's history, of which I feel sure she would have been proud.

I think this great-grandmother of mine must have lived until about 1846, for I have a shadowy recollection of her. I seem to see a tall woman sitting very erect in a chair with her feet upon a stool on which I myself was sitting looking up into her face. The chair was backed against a wall, on her right was a window which looked out upon a street and on her left a bed. She seems to have been dressed in some plain brown or gray fabric, a silk shawl pinned across her shoulders and a cap of some thin stuff upon her head. I remember her telling me about one night when she was aroused from her sleep by the watchman's call, raised the window, listened, and heard 'Past twelve o'clock! Lord Cornwallis is taken!' Those were the 'Ledgy Extras' of 1784. I can hear yet her deep voice and exultant tone in imitation of the watchman. Should not this entitle me to membership among the Sons of the American Revolution? This or the flight to Germantown?

His mother's mother, Hannah Truman, was married to a Mr. Blackford, whose family were also Friends, but she and her aunt withdrew from the Meeting and united with the Methodist Episcopal Church, and his mother was brought up as a member of that communion. On his mother's side his immediate ancestors were members of St. George's Methodist Episcopal Church, Philadelphia, "at least from as early as 1790."

His paternal grandfather, John Van Meter, who survived until Dr. Van Meter was ten or twelve, was a manufacturer of wall paper with a factory at Mantua, now included in "over

Schuylkill," Philadelphia, and a store in the city on the south side of Chestnut Street near Third.

His father was the eldest of seven children, and in 1841, at the age of twenty-four, he married Johnetta Blackford. Thomas Hurley Van Meter was a devout and active member of the German Reformed Church and his wife attended that church after their marriage. Dr. Van Meter was the elder of their two sons. Of their family life he wrote, "It was a well-balanced family life of the working class in post-colonial days, [characterized by] industry, efficiency, intelligence, sociability, and piety." His father was something of a student, the Bible being the center of his studies. "He led a singularly beautiful Christian life," Dr. Van Meter says. "'May you be like your father' was a frequent blessing bestowed on me. My father was rapidly making money—rapidly for those days. Property which he had acquired in Philadelphia would now be worth a fortune." But long sickness came and then death.

Much of Dr. Van Meter's early childhood was spent in the home of his Quaker great-grandmother and great aunts with whom his mother lived after the death of his father. His mother, not yet twenty-seven, was left a widow with two little boys, one four and one two, and without means. Then began her struggle to support herself and her boys, first by the needle, for she was a skillful needle woman, and afterward by taking boarders. The pressure of her lack of means was especially hard at Christmas time. "There must have been Christmases when her loving heart was wrung as she thought that the hardly earned dimes must not be spent for toys and candies because everyone of them was needed for rent and food and clothes." But three of the holiday times were a little easier, and on one of them John B. Van Meter received a gift that he cherished to the end of his life.

I would not part with it for its bulk in gold. It is a little china ornament representing the trunk of a tree (hollow so that a few flowers might be placed in it), at the foot of the tree is a pond with grass borders, and on the pond

on one side a full grown swan and on the other a cygnet. . . . This is its history. . . . After supper on Christmas eve, my mother took a basket which I well remember (it had two lids opening from the middle under the hand leat both ends) and we went down Eighth Street . . . then a street of petty retail trade. It seemed to me brilliant although the illumination must have come from candles or whale oil lamps. . . . After walking some distance we went into a store. My brother was along and probably my aunt. There was a wonderful array of toys spread on shelves and counter and Tommy and myself were directed to select what we would like to have. Who set the pace I do not know, but the result of the selections was the swans for me and for Tommy, a very shaggy goat, also of china. There were also, two books among the purchases of that evening.

And now when on Christmas eve I see mothers humbly dressed bearing baskets and leading children by the hand, stopping and gazing into toy-filled windows with eager and wistful eyes I understand them—the mothers and the children—and comprehend the struggle in the mother's heart between the Christmas spirit and the warnings of a slender purse. I also understand how little it takes to fill a child's heart with joy.

Six years after the death of her first husband, his mother in 1852 married again. Her second husband, Zerubbabel Hallock of New England Puritan stock, was a Presbyterian and an upright Christian man. He came from Long Island originally and later was a merchant in Springfield, Illinois. He was not, however, a good business man.

He invested his means in a business about which he knew absolutely nothing, furnishing the capital while a partner was to furnish the skill, with the usual result of such an arrangement. Reduced to poverty and in debt to business creditors, he removed with us to Baltimore in the spring of 1853. Obtaining employment, and at the same time opening for his wife a little shop, he paid off every last cent of his indebtedness.

Subsequently with a small legacy that had come to him he purchased the house in which the store had been opened and by industry and economy the family managed to be "moderately comfortable." Their home was near the Monument Street Methodist Church, but they attended the Presbyterian Church on the corner of Franklin and Cathedral Streets.

Dr. Van Meter's education began in the public schools of

Philadelphia and Baltimore, but he says that "the foundations were laid by mother who taught her little son to read appreciatively, with such deliberation and emphasis as brought out the sense. A book was never only a book to him; it contained something that he must grapple with and understand for himself. He read rapidly, voraciously, intelligently, retentively."

It was his step-father's conviction that, when he reached the age of thirteen, he should help support the family, but his mother pled for him to go to high school if he passed the examinations. "The proudest day of a long life," he declared, "was that day in July 1855, when I found my name in the columns of the Baltimore *Sun* among those who had been successful." On July 21, 1859, nearing seventeen, he was graduated from the Male Central High School of Baltimore "now 'improved' into Baltimore City College," with honorable mention. In the class with him were J. J. G. Webster and C. Herbert Richardson, both of whom later served on the Board of Trustees of the College.

With the high school, because of financial necessity, his academic privileges came to an end. "But," he writes, "I had obtained a start, had learned how to study, and subsequently no subject was beyond my power to grasp."

Immediately after his graduation he received an appointment to teach in the Grammar School at Broadway and Bank Street, where he remained for nearly four years. Later, for a short time, he was principal of the Port Deposit High School. But he had decided on law and politics for his career, and in 1862 while he was still teaching he began the study of law under the direction of one of the leading lawyers of Baltimore. The double work, joined with imprudence in diet and insufficient sleep, affected his health unfavorably, for he was by no means robust. Then in February 1863, came the shock of the sudden death of his only brother who had enlisted in a regiment of Delaware Cavalry, only to succumb to typhoid fever without seeing active service. This bereavement, cou-

pled with overwork, brought on a nervous breakdown. Seeking the restoration of his health, he was obliged to give up his teaching and study, and during this period the course of his life was changed.

About the time of his graduation he had united with the Monument Street Methodist Episcopal Church. Convictions on the doctrine of the "decrees" alienated him from Presbyterianism, and friendships drew him to the Methodist church, the theology of which so far as he was acquainted with it commended itself to him.

Years later, in speaking to a member of the college faculty of the various denominational influences which he had encountered, Dr. Van Meter told this story: "A Methodist minister said to me with the humorous exaggeration and inaccuracy which are pardonable in a joke, 'It has been hard for me to classify you denominationally, but I have finally solved the problem. You are a Quaker by birth, a Presbyterian by training, a Unitarian by conviction and a Methodist only by the grace of God.'" When Dr. Van Meter united with the Monument Street Methodist Church he joined the senior class of the Sunday School conducted by John B. Seidenstricker. In connection with that class and for other church services, he was called on for certain oratorical and literary exercises for which he had a gift. His success along this line led many to suggest that he should enter the ministry. This had been pressed upon him before; the minister of a church—not a Methodist—had offered to send him through college if he would do so. Moreover from early childhood his relatives had urged on him that his father had solemnly dedicated him to the ministry. This was not only unattractive to him, but he says he "had a positive repugnance to that calling and expressed it unhesitatingly." Yet now, unable to work and overwhelmed by grief, "in profound contrition he yielded to what took the aspect of a divine command," and offered himself to the church. He was accepted and the following March

(1864) he received his first appointment as junior preacher in the Middletown circuit which extended from Harper's Ferry to Sugar Loaf Mountain. This was the year of General Early's raid through Maryland, and the circuit was consequently in great confusion. Nevertheless, he was encouraged by having eighty members added to the church at one station. He served for a year on this one circuit and then for the same length of time on each of three others—at Westminster, Liberty, and West Harford. These three were strong and populous circuits. And so as a young minister he preached in Harford, Carroll, and Frederick counties to intelligent and militant Methodists, not many generations removed from Francis Asbury and Robert Strawbridge.⁶

December 19, 1866, he was married to Lucinda Cassell of Westminster, whose family was associated with the Strawbridge traditions. Her father's youngest brother was a successful and eloquent member of "Asbury's cavalry" at the beginning of the nineteenth century. Dr. and Mrs. Van Meter had two daughters, Johnetta and Lydia.⁷ For many years Mrs. Van Meter was an invalid. A few of the students knew her as a sweet frail lady, but she was not well enough to have any part in the social life of the College, and whenever necessary his daughters acted as his hostesses.

After his first four years in the ministry, he tried for an appointment at Carlisle, Pennsylvania, with the design of working for a bachelor's degree at Dickinson College as several ministers there had done before him. But since that place had already been filled, he was sent instead to Gettysburg, where there was a college under Lutheran auspices. Here he was graciously received by the authorities who placed the college facilities at his disposal, and yet the outcome was not very favorable to his desires, for he found that the demands of a scattered circuit did not permit the systematic pursuit of studies under conditions demanding exact days and hours of class attendance. His appointment to Gettysburg brought

him, however, an interesting opportunity. There was a movement to erect at Gettysburg a handsome memorial church commemorating the famous battle, and along with others, he went to the meeting of the General Conference at Chicago to further the project. Thus he obtained a chance to see a section of the country unknown to him, to look in on a great political convention—for the Republican Convention that nominated Grant was in session in Chicago at the same time—and to become acquainted with men who had won for themselves conspicuous positions in church and state. He also came into close touch with Bishop Simpson and with John P. Newman, afterwards Bishop Newman. Both men profoundly affected the course of his life, the former by stimulating his interest in the higher education of women, and the latter by being instrumental in having him appointed as a chaplain in the United States Navy.

After a year at Gettysburg he was offered an opportunity to enter educational work by becoming principal and proprietor of the Male Academic and Female Collegiate Institute at Westminster, which he says he “foolishly embraced” not because he wanted to return to teaching, but because it gave him a chance to get back to Maryland. The school was in a bad financial condition when he took it, and while he was successful with the teaching, he was not able to solve these other problems. He had the satisfaction, however, during his year in Westminster, of being instrumental in having a substantial church edifice erected.

This move interrupted his ordered progress as a minister and plunged him into financial embarrassment. He would have regarded it as a serious blunder, he comments, if it had not proved to be the first of a series of changes which about twenty years later led up to what “I am certainly justified in regarding as ‘my career’ .”

Happily he was able to find a purchaser for the school, and in March 1870, he was stationed at Ryland Chapel in Washing-

ton, where he remained for about two years. There he renewed his acquaintance with Dr. John P. Newman, whose church President Grant attended. The President wished to secure for the Naval Academy a chaplain of the Methodist Episcopal Church, which before that time had never had such recognition, and Dr. Newman, through his influence, secured the appointment of Dr. Van Meter. His commission dated December 19, 1871, was confirmed by the Senate on January 12, 1872. He remained in the chaplaincy until his resignation, April 7, 1882. During that period of a little more than ten years, he was in active service for about seven years, with both sea and shore duty in reasonable proportions. "As things were then going in the navy," he wrote, "the record was not a bad one, for the navy was at about its lowest activity and few ships carried chaplains."

On receiving his appointment, he was detailed at once to the Naval Academy and reported to its superintendent, Commodore Worden of "Monitor" fame, on January 20, 1872. He remained there for a year and a half. His next service—for two years, October 7, 1874, to October 5, 1876—was on the U. S. S. "Alaska" while it was abroad. This furnished him with "the delight and benefit of a visit to Europe." The ship cruised first on the Mediterranean, then in the North and Baltic Seas and back again to the Mediterranean, and finally along the west coast of Africa. The third service was on shore duty at the Washington Navy Yard, where he remained for about two years until there was no longer a force kept up there and consequently no need for a chaplain. His fourth and last service was on the United States training ship "Portsmouth," where he remained for about a year. During this period the ship cruised to "Bermuda, Azores, Halifax, Mount Desert, etc." Of his securing this last appointment he wrote as follows:

Had an interview with Commodore Selfridge and urged that the school ships ought to be furnished with chaplains. He objected that officers'

quarters were limited on those ships on account of their small size. I argued the point with him (he was a most delightful gentleman) and leaving I said "Commodore, please understand that I am willing to accept orders at any time, to any service, while I remain in the navy." He replied, "That is fair." A few weeks later, I received orders to the School Ship "Portsmouth," Captain Crowninshield. I was the first chaplain to be appointed to a school ship.

Twice during this time, while on land duty or while awaiting orders, he took a pastorate. Both times he intended to resign from the Navy when his work was established, because "naval life did not please me and I did not suit it." In the first case in 1874, he served Emory Church, Baltimore, at the time of the serious illness and death of its minister. After his appointment to the charge and before he had sent in his resignation to the Navy, his throat exhibited signs of disease, and his physician advised him to stop preaching and, when he had the opportunity, to go to sea. Again in 1879 he was the minister for a year at the Mt. Vernon Place Church, Baltimore; Secretary Thompson of the Navy had given him leave of absence so that he could accept the appointment tentatively. That it did not become permanent was due to what he termed "ecclesiastical circumvention."

His third effort to get back into the regular work of the ministry was successful. Through the assistance of Bishop Simpson he was appointed to the Huntingdon Avenue Church, located on what is now Twenty-fifth Street. A previous invitation from the official board had been arranged by John F. Goucher, who had once been the minister of that church and was intimate with its most influential members.

After this appointment, Dr. Van Meter immediately resigned from the Navy. So ended what he termed this "crazy quilt" portion of his career. Of this, he wrote:

It contained many pleasant experiences; I learned many things, especially principles of organization, command, and subordination. It contributed many factors to my subsequent successful work and especially prepared me

for the duties which devolved on me in my relations with Goucher College. Yet I cannot look back on it with unmixed satisfaction.

He remained at the Huntingdon Avenue Church for three years, then he went to Wesley Chapel for one year. His last charge was at Plainfield, New Jersey, from which he came to his professorship in the Woman's College of Baltimore. Of his relation to the Baltimore Conference and of his preaching, John T. Ensor said:

Dr. Van Meter was held in high esteem . . . His was the spirit of the intrepid pioneer, ever seeking truth in uncharted realms, and his constant and tireless preparation was such as to fit him to make the best use of opportunities when he met them.

. . . It might be said justly that his gifts were better adapted to teaching than to preaching the Word; yet it is evident he was a finished, forceful preacher. He aimed at the reason and the will and the things he said and the way he said them were topics of conversation weeks afterward among those who listened to his sermons. . . . Those things which brought him success in his early ministry continued to be dominating factors through his whole life, enabling him later to fill important charges acceptably and to win recognition as an able pulpit representative of Methodism.⁸

From another source we likewise have testimony of his power as a preacher. Writing of early times at the College, Mrs. Froelicher declared:

My husband and I used to follow him around through the city when he was making those fine addresses in the different churches and we always came away with some good strong sane spiritual and intellectual uplift. . . . And his humor was so refreshing.⁹

His power as a preacher was useful to the College on many occasions. For a number of years he preached at the last vesper service of the Y. W. C. A. and the seniors in particular considered it a privilege to leave their Alma Mater "with his wise parting admonitions ringing in their hearts."¹⁰

Before he began teaching at the College he had received two honorary degrees from Dickinson College, an A.M. in 1878 and

a D.D. in 1881.¹¹ He was to receive a third honorary degree, an LL.D. in 1914 from Goucher College—the first honorary degree awarded by the College.¹²

The three years of his appointment to the Huntingdon Avenue Church were important ones in the development of Methodism in Baltimore and Dr. Van Meter was brought into active touch with two movements, namely the erection of the present First Church edifice and the founding of the Woman's College of Baltimore. "In both of these enterprises Dr. Van Meter . . . bore a conspicuous part, in the former cooperating with John F. Goucher who was then pastor of First Church and in the latter rendering a service which the Conference recognized when it stated that 'the success of the Woman's College enterprise is due in good degree to his self-sacrificing, unremitting, and judicious labors.'"¹³ This enterprise indeed he was able to foster not only through the Conference organization but also through his editorship of the *Baltimore Methodist* which he held for a short time beginning 1881. During this period the management of the paper received many compliments, including one from Dr. J. M. Buckley, who said it was "ably conducted."¹⁴

In a little note book in his own handwriting, Dr. Van Meter thus sets down in brief his whole connection with Goucher College:

Chairman of Conference Committee, March 1883.

Secretary of the Committee charged with the enterprise, March 1884.

Member of the Board of Trustees—1885-1888.

Member of the Board of Trustees—1908-¹⁵

Member of the Building Committee—1886-1888.

Member of the Board of Control—1886-1914.

Professor, September 1888 to August 31, 1914—26 years.

Dean 1892-August 31, 1910.

Acting President, August 1, 1911 to September 30, 1913.

Professor Emeritus and Dean Emeritus, August 31, 1914-

An article in the *Goucher College Weekly*, April 17, 1930, after enumerating the things he had done for Goucher, said of his

service to the College that it was "one which no words of ours can express and no gratitude can repay." At the meeting of the Alumnae Association in 1930, Miss Probst said: "After he left these halls, there remained the spiritual life, the traditions, the high standard of academic work which he established and fostered. The classes of recent years and of the years to come enter into the inheritance of his ministrations to the life and work of the College." As Dr. Stimson said at commencement, 1930, he possesses "a precious immortality of fruitful influence."

COMMENDATIONS

Dr. Van Meter's ability received the approval of organizations and friends outside the College. His service to the cause of education through his work in Goucher College was recognized by the Carnegie Foundation. In granting him a pension at the time of his retirement,¹⁶ Dr. Henry S. Pritchett, president of the Foundation, wrote to Dr. Van Meter, May 16, 1914, that it was bestowed "in view of your long and distinguished service" and expressed on behalf of the Executive Committee of the Foundation the "high appreciation of the service which you have rendered to education." In the 25th Annual Report of the Carnegie Foundation there is this tribute: "An inspiring teacher and a skilled administrator, Dean Van Meter was even more widely known for his intimate acquaintance and influence among students, which continued during their years as alumnae."¹⁷

At the time of his appointment as the first full professor of the College,¹⁸ there appeared in one of the Methodist church papers the following approving comment:

We are glad to learn that the Woman's College has elected as its senior professor the Reverend J. B. Van Meter, D.D. . . . The wisdom of this choice will be generally recognized and the College is to be congratulated upon having as the occupant of its most important professorship one who, by his enthusiastic devotion to its interests, has contributed largely to the success

of the enterprise, and who is in every way so fully qualified for the responsibilities of the office.

And when he received the honorary degree from Goucher College, Bishop L. B. Wilson, in a letter dated February 18, 1914, wrote to him:

After waiting all these years it was important to make choice of one for such honorary degree as would by merit justify the College in its unaccustomed action. May I be permitted to say that the friends of Goucher may well be proud of the action taken. Intellectual ability, distinguished service, nobility of character surely deserve recognition, and I am personally delighted that this honor comes to you.

When Dr. Van Meter first accepted his professorship in the College, he stipulated that he was to have no administrative work, but was only to teach. But more and more he was called on to perform the duties of dean, and in the fall of 1891 the office was created, and he was called on to fill it.¹⁹ Assuming the title after Christmas, he set up the office early in 1892. His previous activities had prepared him for this work, since he had taken a keen interest in the curriculum, and he was actively concerned with the life of the students. He had been on the committee that set up the first schedule of studies for the College;²⁰ he had served with Dr. Butler and Mrs. Froelicher on the committee on grades;²¹ he was chairman of a committee to formulate a suitable plan for awarding scholarships.²² His ability to organize complicated material and present it clearly to others was of value in working out new plans in the early days of many changes. At a faculty meeting on March 17, 1891, a new and intricate study scheme was presented. Though he was not chairman of the committee it was voted that "Professor Van Meter be asked to explain the scheme presented" and "Professor Van Meter then explained the scheme as desired."

He was the first librarian of the College, elected by the faculty January 21, 1890, and he never lost his vital interest in the development of that part of the students' equipment. In his

report as dean in 1904, he made a plea for more reading space (the library was then housed in the northeast room on the second floor of Goucher Hall) and for more magazines:

I also feel like urging that some means be provided for securing ample reading space. It seems to me that it might be done. It might not be necessary to take any room but a large portion of the second story and the third story halls, as well as the first story hall might be devoted to this under student oversight, to be obtained from scholarship students provided always that order and quiet can be obtained in the halls. The most impressive exhibition that could be made to visitors entering our doors would be that of a number of young women quietly and earnestly at work. . . . I should like to suggest that even as little as one hundred dollars a year appropriated for the purchase of the best magazines would place our reading-room in a more favorable light before those who observe these matters. The ragged back numbers that litter our shelves in the reading room (and they are furnished as a sort of charity by individual professors) are a disgrace to us. A large proportion of the most valuable recent information goes into the pages of magazines, and ought to be accessible to our students.

Dr. Van Meter's ability to phrase things happily found expression in the much quoted "ideal" of the founders, which he wrote first for the seventeenth annual program, 1905; it has been used every year thereafter.²³ Goucher life has varied and developed through the years, but the underlying trend has always been toward the realization of the aims set forth by Dean Van Meter when he said:

The ideal entertained by the founders of the College is the formation of womanly character for womanly ends—a character appreciative of excellence; capable of adaptation to whatever responsibilities life may bring; efficient alike in the duties of the home and of society; resourceful in leisure; reverent toward accepted truths, yet intelligently regardful of progressive ideas; earnest and purposeful, but gentle and self-controlled.

His passion for system and orderliness was a notable help in the early days of the College. Dr. Metcalf says, "The burden of detail which he carried in the new college, so that all ran without undue friction and effectively, was an indispensable contribution to success."²⁴ Of his efforts to make things

go smoothly, we catch a glimpse in his report to the President in 1902, where he makes a plea for more carefully defined organization of the offices of the College, asking especially for a clearer statement of his duties as dean and their relation to the College. "In the early days of the College," he says, "it seemed sufficient that the President and the Dean should co-operate in such a way as needed no definition of the functions of the latter. The personal relations that existed between us rendered such definition unnecessary while the work was comparatively simple, and no questions were asked by the faculty about the scope and function of the dean's office. But as the work became more complicated it was inevitable that such questions should arise and definition should be found desirable. . . . The separation from my office of the work of registration renders the definition of the boundaries between the dean's office and that of registration an imperative necessity. There is no danger of misunderstanding, it is true, between myself and the gentleman to whom that work has been given, but a strict definition of functions would . . . [be] promotive of efficiency. Would it not be well for President, Dean, and Registrar in council to reach a definition of these different duties?"

Of the motive prompting him to ask for this clearer definition, he declared:

I have been conscious of no other desire than to promote the well being of the institution. I think I can truthfully affirm that desire for distinction or power has never formed an element in my life. But I do crave orderly and systematic organization, in which both myself and others shall understand exactly what is expected of me. The less responsibility laid upon me, the more agreeable to myself, but when responsibility is laid upon me, power should accompany it.

A glimpse of his wisdom and his sane common sense appears in the following statement relating to entrance requirements in his report to the President in 1904:

I wish to warn you that we are drifting in the direction of an exact mathematical requirement for admission which sets the formal above the material

and inquires less into what an applicant is probably able to do than what she has done; that throws down the gauntlet to a respectable secondary school whose teachers are capable, earnest, and honest, and challenges either their judgment or their veracity or both in the statements which they make concerning applicants who come from their schools.

He had a keen sense of responsibility. Resigning his professorship a year after the termination of his acting presidency, he remarked:

There are now no reasons for my wish to resign except such as arise out of infirmities which, while not yet serious, have begun to embarrass me and are impairing my efficiency. The students of the junior and senior classes have a right to expect the highest efficiency in the provision made for their guidance in the paths of philosophy.²⁵

When the resignation was read at the trustees' meeting, one of the trustees said to Dr. Van Meter, "Doctor, why are you giving up? You are still a good teacher." "I want to give up while that can still be said of me. I don't want to keep on until some one will say, 'Five years ago that man was a good teacher,' " was his reply.

The spirit in which he welcomed the future was shown in his letter to Dr. Guth when he first learned of the election of the new chief:

First let me assure you of my personal welcome. . . . The time has arrived when fresh policies need to be outlined for Goucher College. None of us old fellows could do it. We belong to the past quarter of a century and we naturally think our way was best. Perhaps it was for the time; certainly it is not for the next reach of effort. . . . It is not likely that I shall be much longer with the College, but for whatever period, I pledge loyal support and whatever aid I can render. I ask, however, that it may be inconspicuous, that I be allowed to retire quietly into a back seat.²⁶

Dr. Van Meter wrote further in this letter that "Goucher College above all things needs reconstruction," and Dr. Welsh comments thus upon his attitude:

Dr. Van Meter after all these years of service . . . proud of what [the College] has done and is, came to the point where he indicated that the note of

the new man must be the note of reconstruction. This is an unusual attitude in a man who has come to the years of Dr. Van Meter, and particularly when what he was talking about was really his own child.²⁷

It is not easy to find among the preserved sayings of Dean Van Meter those that will give to people who did not know him an idea of the quick wit and cleverness²⁸ that made his contacts with the students and alumnae so refreshing and stimulating.²⁹ He mingled wit and wisdom in admirable proportions, making his wit ancillary to his wisdom.³⁰ Those who passed by his classroom were not surprised to hear ripples of laughter, but they were ripples on the surface of deep thought.³¹

He liked simplicity—an inheritance doubtless from his Quaker ancestry—and he disliked sentimentality. In a note to the Committee on Memoirs of the Baltimore Annual Conference, after giving data about his life, he ends with this: "Only one request to make: 'Please omit flowers.' Those of rhetoric are particularly objectionable in such a document."

His sincerity and lack of pretence were recognized and approved by the students:

For he is true, by praise unbought;
To be, his passion, not to seem.³²

He was at times stern in dealing with students, but his sternness was usually modified by "his smile and the twinkle of his eye."³³ And they always felt that he was just—"A mighty man. But in the center of his might, they saw that he was just."³⁴ He had strong convictions on the subject of justice and said at one time: "We can bear everything better than what seems to us unjust."³⁵ And he was full of sympathy for human weakness. In the early days of the College, the first violators of the rule forbidding students living in the halls to go to the theatre were threatened with expulsion but Dr. Van Meter was prompt in recommending that their apologies should be accepted, and they were accordingly allowed to remain.³⁶ Dr. Welsh commenting on this said that "a softer hearted man

to woman's frailties never existed, no matter how fierce he sometimes seemed."³⁷

In a New Year's message to the alumnae some years after his retirement he expressed his opinion of the relation of luck to success:

As a small boy I used to stand on the shore and wonderingly watch the boats go in every direction no matter from what point of the compass the wind came out. As an old man I sit and gaze over the sea of striving humanity and observe the same thing, in a figure. That is, under identical external conditions one man gets ahead, another drops astern; one man fails, another succeeds; one man is simply buffeted by the forces to which he is subject, another man subjects those forces to himself and demands the result he desires.

"All things come to him who waits?" Not by a long-bow shot! One thing is sure to come, and only one—death. Oh! there is such a thing as luck—great good happenings which the beneficiary has had no part of either wisdom or work in bringing to his hands. . . . Nevertheless, the power which can be depended on, ninety-nine times in a hundred, is that which conceives a purpose, lies awake to plan the path to it, and refuses to be weary until it is attained. Luck is the hundredth case.³⁸

Considering his success as an educator, it is of interest to find on a filing card in his own handwriting his opinion of what constitutes education, and the method by which it should be pursued: "Education does not consist in the preservation of the past but in equipment for the future; it should furnish wings, not weights. Yet knowledge of the past is not without its uses, it offers an elevation from which flight may be more easily begun and more accurately directed." Of his judgment of the ideal method in education he spoke in the fall of 1906 when a course of Maryland Field Studies was given in the chapel. Governor Warfield, the first speaker, strongly commended the course for increasing the interest of Marylanders in their native state. Dr. Van Meter, the second speaker, was received "with an applause that was noticeable for being even more prolonged than that with which the enthusiastic Marylanders greet their governor." He spoke on the subject of

"The Greater University," and tracing the mental development of the boy during his first seven years, he deduced the natural methods of education, and showed how they are the ideal methods to be used in all educational institutions.³⁹

He was one of the great teachers of the College. In reference to his work of teaching twenty years before he came there he had said, "I could teach; that was always an instinct." His ability manifested itself very early in the life of the College. He was the first teacher of history: "Dr. Van Meter's class in Roman History has been inspired with the most enthusiastic interest in the subject, and extend their sympathy to all those who have not had the pleasure of listening to his brilliant lectures on the life and character of Julius Caesar."⁴⁰ In stressing his ability as a teacher, Dr. Metcalf wrote:

He . . . took the chairs of philosophy, ethics, and Bible. In ethics and Bible he was an expert. The philosophy was largely the philosophy of ethics. He taught from the standpoint of experience. He was a realist and led his pupils to free themselves from unintelligent subservience to tradition, freeing them not by any destructive attitude but by helping them to substitute positive apprehension of productive living truth. . . .

His often startling directness may be illustrated with his summing up the Jewish priestly attitude by his quotation of Malachi 3:10 ("Bring ye all the tithes into the store house . . . and prove me . . . if I will not open to you the windows of heaven and pour you out a blessing that there shall not be room enough to receive it") as "Pay up and I'll bless you" in contrast to the prophetic "What doth the Lord require of thee but to do justly and to love mercy and to walk humbly with thy God." Such teaching registered and it was not only emancipating but even more, was inspiring.⁴¹

His Bible teaching especially was of immeasurable value to the members of his classes, for it established them upon a firm foundation in the days of changing interpretation. Dr. John T. Ensor expressed it thus:

Controversy over the inspiration and interpretation of the Bible was at white heat during his active years, but he, always a reverent seeker after truth, was not led into extreme positions. His philosophic mind was ca-

pable of winnowing the wheat from the chaff and his high purpose was always to strengthen the faith of those whom he taught. The many who met him in the class room during those years revere his memory, and speak with unstinted praise of the permanent character of his work.⁴²

His Biblical scholarship was recognized widely in his own denomination. George Elliott, editor of the *Methodist Review*, New York, wrote to Miss Van Meter, May 14, 1930: "In my opinion he was one of the ablest scholars of the New Testament that we possessed in the church during the last generation." Outside the College there was a great deal of criticism of his interpretation of the Bible but the authorities stood by his work. At a meeting of the Board of Trustees in November 1900, the Committee on Government and Instruction, made up of Bishop McDowell, A. Bertha Miller, and Charlotte S. Murdoch, singled out his work for commendation.

From the earliest years of the College, Dr. Van Meter was held in high esteem by the students. In the *Baltimore Methodist*, May 24, 1894, there is the following:

Every professor has, of course, his own special following among the students, usually those of his own department. But by far the most popular man among the whole body of the students is the Dean, Dr. J. B. Van Meter, who is brought into personal relations with every student of the College, and by whose tireless energy are the wheels of the great institution kept supplied with the oil of harmony, which insures their successful and noiseless continuance. Few persons, not intimately associated with the College work can have any idea of the importance of the position which is filled by the Dean, or of the many-sidedness of his work. Not only is he professor of Bible and philosophy including psychology and ethics, but he is familiar with every detail of the Institution from the least unto the greatest.

Many years later when the class of 1913 presented the portrait of Dr. Van Meter, Dr. Goucher, accepting it for the College, remarked:

Your gift is the concrete expression of the love and devotion you have for Dr. Van Meter and represents the last stage in your feeling for him, affec-

tion; the other three stages corresponding to the years of your college course—as freshmen, you felt awe; as sophomores, fear; as juniors, admiration; as seniors, affection.⁴³

New students were awed because his manner was more business-like than cordial, and it was not till they knew him in the classroom that they learned to admire and love him. By the time they were seniors, they were on terms of warm friendship. At the Class Day exercises of 1897, in the bequest of the graduates to their successors they said: "If ninety-eight gains half the profit and the inspiration we have found in room 11 with the Dean, this will be their most precious possession, as it has been ours, and it is the one we are most loath to leave."

He played an active part in the social as well as in the academic life of the students. In the early days he took groups of them to Tolchester and to Annapolis; he took them to visit the Cruiser "Baltimore," and to the battlefield at Gettysburg. For his class in Roman History he prepared an illustrated lecture on Rome, which he gave in May 1890, for them and their friends—the first public lecture given by a faculty member to a college audience. He entertained groups of students in a pleasant fashion: "Dean Van Meter and Miss Van Meter gave a dinner to the class of 1907 at Glitner Hall. Of all the series of entertainments given to the successful presenters of *Robin Hood*, the Dean's dinner was the most complete." Beginning with the Class of 1892, he frequently entertained the seniors. To the Class of 1904, of which he was the honorary member, he was "the most kind friend, the most just critic, the most wise counselor a class ever had,"⁴⁴ and when he invited them to his home just before they were graduated, they wrote of it in these words:

We found a great deal to enjoy in our delightfully informal evening: There was the dark lawn with its bushes of snowballs; there were tall trees, and a great moon making it all more beautiful. There was the class singing on the steps just at its own sweet will. . . . But best of all, there was Dr. Van

Meter himself, and the thought of all the good fortune of the past and present, which we owe to him.⁴⁵

To his popularity with the students was added the confidence of their parents, and now and then he was cheered by a letter like the following:

Let me add that what delights her parents most is the deep and beautiful spirit of consecration to the highest ideals which she exhibits—a matter on which we had some anxiety during the long period of separation. It is an unspeakable satisfaction to us to know that her college life has developed such a strong spiritual character and breadth of vision remarkable in one of her years. I mention these things chiefly to let you know that so far as this one student of yours is concerned, your labors have not been in vain. . . She makes grateful mention of your extremely great kindness in giving her your special personal attention. . . . Our hearts are deeply touched by this expression of your interest. . . . It is more than any girl could expect. . . . Accept a father's grateful thanks for your most helpful influence as a Christian instructor over my girls and for your great personal kindness.⁴⁶

TRIBUTES FROM ALUMNAE AND COLLEAGUES

Not only was Dr. Van Meter held in high esteem by Goucher women in their undergraduate days, but their devotion continued when they became alumnae. The first important undertaking of the Alumnae Association—the endowment of a fellowship—was named in his honor “The Dean Van Meter Alumnae Fellowship,” upon his retirement from the deanship. In thanking them for this in a letter dated June 6, 1911, Dr. Van Meter wrote, “It gives me pleasure to accept the honor which you tender me of having the alumnae fellowship called by my name. The honor would not be trivial, but the assurance of the affection and esteem of the alumnae from which it comes is prized, beyond estimation or comparison.”

He led the alumnae in raising their contributions for the 1913 Million, and, to their great satisfaction, the Trustees set aside, in 1917, for the endowment of the Dean Van Meter Professorship, the amount that they gave.

He frequently visited the Alumnae Chapters (the Clubs of

today), especially those in New York, Washington, and Philadelphia, and he was gladly welcomed. A typical account of one such visit states: "The greetings he brought us from old friends, news of the bright future before the College, together with the fact that we were so fortunate as to have with us again the one to whom we owed our largest debt of gratitude—are sure to make the time one long to be remembered."⁴⁷

Concerning his influence in the lives of individual alumnae many statements could be cited:

The wonderful way that he adjusted himself to each succeeding administration has been a lesson I have longed to learn. I don't suppose he ever realized what a living lesson he was to many of us.⁴⁸

Some of his wise sayings I have cherished and lived by ever since I was a student of his.⁴⁹

He who knew us best, who tyrannized over us in the making of our schedules and terrified us with interviews, put into the chapel prayers and talks the very best of our college ideals. We were in the storm and stress period, but as we listened, a measure of his calm and sanity entered into us. Every now and then something that he said crops up (arises from the depths of subliminal consciousness) and it is mighty good to remember these things.⁵⁰

I can never tell anyone just how important a part Dr. Van Meter played in the development of my mind. He opened a door through which I walked, and life has been different ever since. That course in Bible in my freshman year was the most illuminating to me of all my college work and its influence has been persistent through all these years. He was so honest and thorough and clear in all his own mental processes that his pupils were bound to be profoundly influenced. My four years in Baltimore would have been worth everything to me, if I had never attended any classes but his, for what individual thinking I have been able to do through my life is the result of his teaching and influence. I admired him profoundly and loved him sincerely.⁵¹

He was one of the great formative influences of my life, and I am more grateful every year for all that he taught me. His work was so astonishingly modern! My colleagues and contemporaries can hardly believe that before 1900 I was inducted into knowledge and theories which are valid today. And the majestic personality and alert mind gave an ideal of what the teacher

should be—an ideal, as I know after years of experience, that is rarely attained.⁵²

And lastly, a tribute written September 11, 1934, from A. Bertha Miller, '94, professor of Latin at Wellesley College:

My first impressions of Dean Van Meter's power came from his masterful teaching. Even as a young student I realised how complete was his mastery of the subject, how logical his organization of the material and how lucid his presentation of it. No need for a course in pedagogy under his instruction! One could not help seeing how it should be done; for every lecture, every recitation was a model demonstration of the art of teaching.

As one advanced on the student's career, it became more possible to appreciate the richness of scholarship behind the evidence of a great teacher. There was always the weighing of authorities, and the liberal, open mind which advanced as far as the evidence was sound, and no farther.

But last of all and deepest of all, Dr. Van Meter's students found his great gift of friendship. Behind the piercing eyes which saw through sham or shallow knowledge lay a deep human sympathy and understanding heart. The culprit had reason to tremble when facing the stern justice which seemed to await her, but the unfortunate or blundering student found a warmth of ready sympathy which was more fatherly than judicial. And so generations of Goucher alumnae have cherished the memory of Dean Van Meter as teacher, scholar, and friend, one whose life gave much to the lives of all.

An editorial in the Baltimore *Sun* April 9, 1930, well sums up his influence:

His was a fine far reaching service . . . duly appreciated by classes of girls who now in later life still aspire towards something of his practical idealism and shrewd understanding of human motives. . . . He was an anomaly to those who thought that female education should be ladylike and he was greatly beloved by many, including his students who sought to see life clearly. . . . The passage of time has not dimmed the gratitude of those who knew his distrust of sentimentalism. Goucher began when Ladies' Seminaries were the fashion and it managed to face reality instead. In its struggling pursuit of intellectual integrity, Dean Van Meter played a part which stands out brightly against the provincialism of the time and which gained its power from the character and wisdom of his quiet personality.

Not only was he held in high regard by students and alumnae, but his secretary and his colleagues as well bring testimony

of what he meant to the College. Miss Mary C. Colburn, who was his secretary for a number of years, said of him:

Dr. Van Meter gave unstintingly of self and time in administering the manifold duties assigned to the dean during his tenure of office, usually taking about a month or six weeks' vacation, a vacation not entirely unencumbered, as important matters were referred to him for action. He possessed a quick, sane judgment, and was most business-like in managing all official affairs, even the minute details, many of which he handled personally. His opinions were always concisely and clearly stated, leaving no doubt in one's mind. When one who had worked with him wrote to tell him what a great privilege the experience had been, and to thank him for his kind "consideration," he replied, "I have a theory that it is just as much my concern to look after the interests of those who are associated with me in work as it is their business to look after the duties of their respective positions. I think that is the way the Master looked at human relations." He was an unusual administrator.

Dr. William H. Hopkins said that he was "one . . . to whose studious application to the successive problems faced by the College, to whose clear brain and untiring energy, to whose warm hearted and self-effacing loyalty the College owes far more than can ever appear in its official records."⁶³

President Guth:

Dr. Van Meter has been one of the most vital forces in the history of Goucher College. He struggled for certain ideals in woman's education before the College was founded and labored with much diligence to make these ideals a living force in the educational work of the institution. He has stood for the highest standards of scholarship from the beginning and, because of this stand, has enabled Goucher College to be a pioneer in the educational advancement of the whole South so far as the higher education of women is concerned. He is loved and respected by all the students who were privileged to share his counsels and benefit from his class room.⁶⁴

And Dr. Metcalf:

With his nervous disposition seemingly tending towards, but never reaching, irritability, with his thoughtfulness, his considerateness, his keen appreciation of beauty, especially beauty in living, his epigrammatic diction and

his real eloquence, he was a truly great man, one of the most vivid men who shared in laying the foundations of the College.⁵⁵

Of his influence on the academic standards of the College, Dr. Welsh wrote, March 14, 1933:

I sat in the Board of Control from the time I entered the College in 1894 and so was familiar with the general discussions carried on there on educational matters. No one of my colleagues approached Dr. Van Meter in his grasp of educational problems that were constantly being discussed in this Board. In my opinion the College owes more to him in maintaining and elevating the educational standards of Goucher College than to any other one person.

The Board of Control in its resolutions dated April 14, 1930, laid emphasis on that same fact:

The four forms of service which he rendered as Founder, Professor, Dean, and Acting President are well known, but there is a fifth service whose importance has been less fully recognized. He was a consistent sustainer of high academic ideals and was resolutely determined that the new institution should not be merely a "finishing school", but the peer of any college in the land.

Back of these services to the College was the unusual strength of character of the man, who rendered the services. . . . His moral greatness was an indispensable factor in the making of the College, and so the College itself is one of the best tributes to his character.

The Board of Instruction thus summed up his value to Goucher College in resolutions dated April 20, 1930: "His unusual personality . . . moulded the early life of the College, has determined the traditions of the College of the present, and will be the inheritance of the College of the future."⁵⁶

MILLION DOLLAR CAMPAIGN, 1911-1913

During the years 1911-1913 while Dr. Van Meter was acting president, Goucher College passed through the financial crisis that threatened its very life. When the Trustees announced that money must be secured to wipe out the debt or the College

must close, they were not making a threat—they were stating a fact. In November 1912, in the daily press of Baltimore the Trustees published a statement signed by Summerfield Baldwin, president of the Board, and by John T. Stone, chairman of the Subscription Campaign Committee, as follows:

Probably no graver responsibility ever rested upon the trustees of an educational institution than that which must now be faced by the Trustees of Goucher College—namely, the responsibility of determining whether the College shall be lost to Baltimore. . . . It will necessarily be lost unless this million dollars is raised, thus stopping the annual deficit of about \$40,000. . . . This statement is made by authority of the Board of Trustees. It is absolutely frank and true, and is only made in order that, if the dire possibility of the loss of Goucher College to Baltimore shall become a reality, the Trustees will be absolved from any charge of not acquainting those who realize its value with the real facts.

While the fate of the College was still undetermined, the Trustees received from the Trustees of the American University at Washington a letter dated December 11, 1912, which, after expressing good wishes for the success of their financial endeavor, continued:

But in the event of their failure then . . . the American University holds itself in readiness to cooperate with them in such measures as may be instituted lawfully for the preservation of the College and the continuance of its usefulness. . . . We feel warranted in this proffer by the fact that the trustees of the American University control ample grounds and buildings that easily may be made ready for purposes of instruction, and also by the fact that Washington City geographically is located conveniently to the constituency of Goucher College.⁵⁷

In Chapter III there is an account of the campaign of 1905 to liquidate the debt. Concerning this and the financial situation of 1913, Dr. Goucher, in the Baltimore *Evening Sun*, March 15, 1913, made the following statement:

Seven years ago there was a campaign for \$500,000 to provide for the debt of the College. Had it all been paid promptly, it would have extinguished the debt at that time. None of that fund was for endowment, and the pres-

ent debt includes such subscriptions as were made at that time, but unpaid, because of death etc., annual deficits, interest accounts, and some property acquired since then.

On October 25, 1911, an able committee of the Trustees, consisting of John T. Stone, chairman, Dr. John F. Goucher, Dr. John B. Van Meter, Bishop Earl Cranston, Bishop W. F. McDowell, H. S. Dulaney, Summerfield Baldwin, and George A. Solter, was appointed with authority to devise and execute plans for the procurement of a fund of one million dollars to be used in paying the indebtedness of the College and in increasing its endowment investments.⁵⁸ Before this committee began its activities some excellent work had already been done by Bishop Wilson S. Lewis. Bishop Lewis then was at home on financial duty and was about to return to his post in Foochow, China, where Bishop Bashford eagerly awaited his coming,⁵⁹ when Dr. Goucher laid before the Board of Bishops the serious situation at the College. The Bishops gave their own personal gifts of money. In speaking in chapel, March 8, 1934, Dr. Charles W. Baldwin, called attention to their more important gift:

They gave the best possible gift when they persuaded their colleague Bishop Wilson S. Lewis to forego his immediate return to the field in China and to give himself to the work of raising one million dollars to save Goucher College. . . . He gave himself indefatigably to this . . . work . . . One day towards the end [of the campaign] he said to me, 'In this work I have consumed 10 years of my life'. Repeating this to one of his intimates the reply was: "It is true, for he died an untimely death at sixty-four."

Bishop Lewis came to Baltimore early in July 1911, and held several consultations with the Executive Committee. Few people knew he was in Baltimore but through his efforts four of the trustees, Summerfield Baldwin, John F. Goucher, Benjamin F. Bennett, and Henry S. Dulaney, inaugurated the campaign by subscribing the sum of sixty thousand dollars each, and another trustee, David H. Carroll, equalled this by

subscribing fifty thousand and bequeathing ten thousand.⁶⁰ With this beginning,—with thirty percent of the total amount secured—the committee was ready to start its work. There were many meetings, discussions with men of experience in money raising, interviews with Bishop Lewis, and a conference of citizens invited to the home of President Ira Remsen of the John Hopkins University.⁶¹ It was decided in order to have definite objectives and helpful rivalry that raising the sum of \$400,000 should be allocated as the task for Maryland and the District of Columbia and \$300,000 as the task for the territory outside. These sums with the \$300,000 subscribed by the five trustees made up the needed million. The Trustees decided in September that an expert on money raising, Mr. R. A. Cassidy, should be employed to carry on a special drive during the last week of October 1912.

In the meantime at the General Conference of the Methodist Episcopal Church, held at Minneapolis in May, much work was done to interest the Church in the financial need of the College. The Board of Bishops placed themselves squarely behind the movement.⁶²

The October campaign led by Mr. Cassidy brought in about \$119,000. This was secured by the efforts of twelve teams, each with a strong captain, and with Henry F. Baker and E. L. Robinson as chairman and vice chairman of the general committee. About \$50,000 had been raised previously and these sums added to the five large gifts made a total of \$469,000 secured by November 1, 1912.⁶³

The part of the alumnae was an important feature of the campaign. It was thought that they might be able to give \$50,000. But their response was more than complete: when the returns were in, the actual sum they subscribed was found to be \$57,158.04.⁶⁴ Of this gift Mr. Stone said: "This result would have been impossible, in the opinion of the committee, if there had not been the leadership and the remarkable personal influence with the alumnae of Acting President John B.

Van Meter, who took entire charge of this portion of the work."⁶⁵ Some of the money given by the alumnae went through the Woman's Committee and it was estimated that the full amount contributed was \$60,000.⁶⁶ In addition to the money, the alumnae also helped the campaign by sending in letters on "What Goucher Has Done for Me." These were published in the press at the time and later were printed in *The Bulletin of Goucher College*, July 1916. They were a great stimulus to the giving of others.

After the intensive campaign under Mr. Cassidy, it seemed wise to discontinue that type of work for a while, but various other methods were used, among them a systematic and persistent solicitation week after week under a committee of women headed by Dr. Lilian Welsh assisted by Lulie P. Hooper, '96. The invitation to head the women's team came to Dr. Welsh, "not as a member of the faculty of Goucher College," she says, "but as a public spirited citizen of Baltimore, I was fairly well known to the women of the city as far as their organizations were concerned before I ever saw Goucher College. I had the earnest support of the faculty, students, and alumnae, without which I could have accomplished nothing."⁶⁷

The round-up rally of the Woman's Committee was held in Catherine Hooper Hall on March 18, 1913, when Dr. Welsh reported that the Woman's Committee had raised approximately \$17,000. Miss Hooper stated that the alumnae teams had secured \$9,700, which they expected to increase to \$10,000, and the undergraduate body had enlarged the fund by \$5,101, thus exceeding by more than \$2,000 the amount they had pledged themselves to raise.

Two sources from which the College hoped to obtain part of the needed funds proved disappointing.

Toward the end of Dr. Noble's administration, he had had interviews with Mr. Buttrick and Mr. Sage of the General Education Board and at the trustees' meeting on June 6, 1911,

he recommended that the Trustees ask the General Education Board to donate to the College \$150,000 on condition that \$350,000 more be raised for the permanent endowment fund of the institution. His sudden resignation led the Trustees to decide to withhold this request until the election of a president. But the matter was not deferred so long; within a year two requests—modifications of that recommended by Dr. Noble—were made. To these appeals there came the statement under date of June 5, 1912: "... the Board does not at this time find it practicable to make the contribution for which you have asked. This does not indicate that at some future time we may not find ourselves in a position to cooperate with you." The Trustees, however, were not discouraged and again in November they made a third request. To this also there was an unfavorable response.⁶⁸

The second source from which there was an effort to get money was the State Legislature. The committee to consider the condition of the College was instructed by the Trustees January 4, 1912, to make application to the Legislature to appropriate \$100,000 in two yearly payments. There was a difference of opinion about the wisdom of this action and the yeas and nays were called for. There were nine of the former and six of the latter. Dr. Goucher voted in favor of the application, and Dr. Van Meter against it. This grant also was refused.⁶⁹

The Trustees made public announcement that the College would close its doors if the needed million had not been pledged by April 4, 1913. Those last months, laden with anxiety, were marked by two very large and important rallies, one held in McCoy Hall for the college women of Baltimore, the other held in Ford's Opera House for the high school students. Dr. Welsh suggested these meetings, arranged them, and was responsible for their success. In her own words:

It occurred to me that in our appeal to the Baltimore public we might show that if Goucher College should go out of existence a large group of

Baltimore girls would be deprived of all possibilities of a college education as at that time women were not admitted to any undergraduate course at the Hopkins even through the back door of the Teachers' Courses. . . second that the number of women college graduates in Baltimore was steadily increasing largely as a result of a college for women located in the city and that these women were taking active and prominent parts in the social, educational, and welfare work of Baltimore; that many of them, as home makers, were making a valuable contribution to the solution of problems of the home and the family.⁷⁰

The College Women's Rally was held December 3, 1912, in the auditorium of McCoy Hall, the main building of the Johns Hopkins University on West Monument Street, where most of the important meetings of an educational character were held. Dr. Welsh describes this meeting as follows:

President Thomas of Bryn Mawr, a native of Baltimore, one of the first Baltimore women to gain an academic degree, was the speaker of the evening. Until shortly before this time Miss Thomas had no particular liking for Goucher College. Her standards for the education of women were high and unless a college offering advanced opportunities for women measured up to her ideals, she treated it with scant courtesy. She had learned, however, the character of our work by the graduate students we sent to Bryn Mawr. . . In addition to this shortly before 1913 the famous Babcock report on the colleges of the country had been made to the U. S. Department of Education and Goucher College had been placed in Class I.

All the college women in town were invited to come in cap and gown and march in procession from the second floor to the seats reserved for them on the platform and in the body of the hall. In order that as many as possible might join the procession in academic costume the freshman class of Goucher lent their caps and gowns for the occasion and dressed in white stood in two lines in the outer hall through which the academic procession passed. The Bryn Mawr College graduates resident in Baltimore led the procession in Bryn Mawr academic costume sent down from Bryn Mawr for the occasion. They formed in two lines on either side of the Hall as a guard of honor to Miss Thomas and through this line those assigned to seats on the platform proceeded to their places: First, Miss Thomas, escorted by Dr. Lord of our faculty, followed by the doctors of science, doctors of philosophy, and doctors of medicine. I presided because Miss Thomas had asked me to do so. The Goucher College Glee Club led the singing of college songs. Subsequently the College printed Miss Thomas' address in attractive form under its title,

"What College Women Mean to a Community, What Goucher College means to Baltimore" and spread it broadcast.⁷¹

The College Rally was a great success and demonstrated that the body of college women of Baltimore stood as a unit in asking the public to lend its support to a local college for women.

In arranging the Rally for Goucher all the secondary schools of the city, both public and private, cooperated. Through the cordial assistance of Miss George of the Western High School and Miss White of the Eastern and of Miss Henrietta Baker (now Mrs. Low), at that time director of music in the public schools, a program was prepared. The Rally was held at Ford's Opera House, the use of which was given by Mr. Ford, on Thursday afternoon, March 27, 1913. The house was crowded to its limit, "packed" as Dr. Welsh phrased it, "to the remote corners of the peanut gallery."⁷² Representatives of the high schools, dressed in white, sat in rows upon the platform. On the front row were Dr. Welsh, Miss Carroll of the Arundell School, Dean Lord, Jessie Woodrow Wilson, '08, daughter of the President, and Dr. Frances Mitchell Froelicher. Miss Carroll introduced the speakers—two representatives from each of the high schools, Miss Wilson, and Dr. Welsh. According to *Kalends*, April 1913, the speeches of the high school girls were of "unusual merit, enthusiastic, convincing, and well delivered." Miss Wilson was greeted with tremendous applause. She began by saying that she wished her father had been able to come and address the meeting and for this reason she bore a letter from him which she would read before telling them what Goucher had meant to her. She then read the following letter headed "The White House, Washington, March 27, 1913."

My dear Friends:

I wish sincerely that it were possible for me to be with you this evening, to aid in calling the attention of public-spirited men everywhere to the needs of Goucher College.

I have in the past shown my confidence in the College in the most conclusive way and I shall be very glad indeed if any word of mine could fix the attention of liberal men upon the necessity of seeing that this institution shall not pass out of existence. It would indeed be an evidence that our great educational public does not fully understand its own interests if an institution which has served not only with such faithfulness, but with such distinction, in the cause of women's education should be allowed to break up for lack of money.

It gives me pleasure to join in uttering a very earnest call for liberal support in the hope that the funds may be forth coming and forth coming in liberal quantity.

Cordially and faithfully yours,

To the Friends of Goucher College.

Woodrow Wilson

After reading the letter, Miss Wilson in a few simple words told what the College had meant to her and other alumnae and what she wanted it to mean to coming students. Her quiet dignity, her sincerity and enthusiasm did not fail to make its impression upon the audience. In conclusion, Dr. Welsh spoke of the good work that was being done by Goucher alumnae. Competitive songs had been written by the secondary school girls and the successful one was sung by a large choir under the leadership of Miss Baker. The program came to an end with the Goucher call given by the alumnae and students of the College. The Eastern and Western High Schools, the Bryn Mawr School, the Girls' Latin School, and the Arundell School, all made substantial contributions to the campaign fund.⁷³

About February 1, in New York, bishops, editors, college presidents, ministers, and laymen of the Methodist Episcopal Church met and during four hours discussed the emergency confronting the College. Bishop Lewis and Dr. Nicholson, secretary of the Methodist Board of Education, were instructed to organize an aggressive and insistent campaign for securing the part of the fund allocated to the territory outside of Baltimore.⁷⁴ Bishop Henderson joined actively in the work, devoting nearly all of his time to it. The Central Pennsyl-

vania, the New York, the New York East, and the Wilmington Conferences, all pledged large sums. By April 2, the \$300,000 allocated to the territory outside of Maryland and the District of Columbia was all pledged.⁷⁵

Meanwhile, in Baltimore plans were carried forward for securing the quota needed. On the first of February, women of all denominations united in a great prayer meeting in Mt. Vernon Place Church; in addition to prominent Methodist women of the city there were leaders from other denominations: Mrs. J. Ross Stevenson, Mrs. Oliver Huckle, Mrs. John C. Thomas, and Mrs. A. Morris Carey.

On March 6, at the suggestion of Mr. A. S. J. Owens, Mayor Preston invited six or eight hundred prominent citizens to meet at the City Hall. Governor Goldsborough was represented by the Secretary of State, Mr. Graham, who pledged his support of the movement. Among the speakers were Dr. William Rosenau, Mr. F. N. Hoen, Mr. J. F. Sippel, and Mr. John T. Stone. A number of men including the Mayor, Rabbi William Rosenau, Mr. J. Barry Mahool, pledged themselves to raise \$1,000 each.⁷⁶ Mr. R. Tynes Smith, Jr., was the chairman in charge of the work of the ten or more teams. He secured the captains and helped them to enroll the team members, everyday giving systematic and efficient attention to this difficult work. Mr. W. H. Fehsenfeld rendered valuable help as chairman of the committee on the general plan of the civic campaign. Many civic organizations in Baltimore assisted in this work, notably the Greater Baltimore Committee which placed at the service of the workers its entire organization. Its director, Mr. E. L. Quarles, and its secretary, Mr. N. M. Parrott, devoted their entire time for nearly three weeks to the campaign. Nearly every financial institution displayed placards, which were also, without charge, carried by the cars of street railways. The newspapers of Baltimore gave unstinted support in their news and editorial columns. A concert at the Lyric, arranged and guaranteed

by the Stieff Piano Company, netted one thousand dollars. Moreover, in their efforts to secure gifts, the churches of the Baltimore Conference were aided by President Race of Chattanooga University, President Shanklin of Wesleyan University, and Dean Richardson of Boston University.⁷⁷

The last week, March 28 to April 4, was filled with anxiety and excitement. Daily reports of various teams were made at luncheon at the Emerson Hotel. Said Dr. Welsh: "I shall never forget that week with its daily disappointments at noon and the daily encouragement of the afternoons, when students and alumnae always buoyed up my depressed spirits by some unexpected contribution and by their unfailing optimism."⁷⁸

The last day, April 4, came with \$64,000 unpledged, but the noon luncheon brought in \$32,000. A group met at the hotel again at eight o'clock for an all night meeting if necessary but by ten o'clock the last \$8,000 was pledged by three or four men who had already given generously.

An hour was given to brief addresses with Bishop Henderson presiding. Among those speaking were Bishop Lewis, Bishop Cranston, Dr. John F. Goucher, John T. Stone, Summerfield Baldwin, and Henry S. Dulaney. Dr. Thomas Nicholson, secretary of the Methodist Board of Education, pronounced the benediction.⁷⁹

The million dollars was made up of 5,916 subscriptions, counting the alumnae and each Conference (except Baltimore) as one subscriber. When the individual subscriptions were substituted for these single collective subscriptions it was estimated that the total number of subscribers reached about ten thousand.⁸⁰ For a full year as chairman of the Campaign Committee, Mr. John T. Stone gave himself tirelessly to the working out of the plans that brought victory.⁸¹ In his report as treasurer of the College at the end of the scholastic year, he gave as the total amount subscribed to the Million Dollar Fund \$1,036,918.50.⁸²

The doors of the College were not closed.⁸³

There were other celebrations of the success of the campaign. On Saturday, April 5, when the news came from Baltimore to the General Conference, "the Conference leaped to its feet and sang the doxology."⁸⁴

The following Monday, April 7, at the College a jubilee was held. Songs were sung by the various classes and then all the students with their guests assembled in the central pavilion of Goucher Hall to listen to addresses. Dr. Goucher spoke of the seven epochs in the history of the College and showed the first gift in money the College had received—a five dollar gold piece.⁸⁵ Dean Lord and Dr. Van Meter were the other speakers. The letters G. C. were formed on the front lawn by girls who carried lanterns, and balloons were sent off from the balcony. Afterwards refreshments were served in the Y. W. C. A. room.

For her devoted service to the College during the campaign the Baltimore Chapter presented a gift to Dr. Welsh,⁸⁶ and as a spontaneous expression of good will the alumnae gave her a pin, a replica of the seal of the College with this inscription on the back: "By the Alumnae of Goucher College, presented at the annual meeting in 1913."⁸⁷

In appreciation of Dr. Van Meter's leadership in the alumnae giving, the Trustees in June 1917, set aside the contribution of \$60,000 from the alumnae for the endowment of the Dean Van Meter Alumnae Professorship.

The Board of Trustees also in April 1913, adopted resolutions expressing their grateful appreciation to the Board of Bishops, to Bishop W. S. Lewis, Bishop Earl Cranston, Bishop Theodore S. Henderson, Bishop Bashford, to the religious press and the daily press of Baltimore, and to "the unselfish co-operation and financial assistance of many schools, organizations, college presidents, large-hearted ministers and laymen, and honorable women not a few, without whose aid the crisis would not have had such a glorious issue."

The securing of money was not the only benefit that came

to the College from the million dollar campaign. As a result of the information disseminated through the drive Goucher College and its place in Baltimore were "far better understood and far more appreciated than ever before."⁸⁸ Through this crisis it came to a place in the regard and affections of the Methodist Conferences and the Methodist Church in general that "many years of quiet prosperity could not have won for it."⁸⁹

Some misconceptions were cleared up by the publicity. In a statement made in rebuttal of the charge that in a narrow sense the College was a Methodist institution, figures were given that showed the falseness of the accusation in relation to the denominational affiliations of the students benefited by its tuition and its scholarships and also the affiliations of its faculty and employees.⁹⁰

Instances of the wide recognition of the scholastic merit of the College were cited at the meetings held, and so its high standing was more widely known. And the part that the College had played in the development of secondary education in Baltimore and the South was made clear.⁹¹ Not only for its influence on secondary education in the South was its merit recognized, but also for its aid in raising collegiate standards in that section. At the headquarters of the Greater Baltimore Committee, Dr. Lilian Johnson of Memphis, founder of the Southern Association of College Women, said during the campaign: "Goucher College has always been to the southern college woman as a light set upon a hill."⁹²

It brought, also, benefits to the inner life of the College. Graduates and undergraduates that had seemed far apart before were brought closer together:

Within the past months there has come to both of us, students and alumnae alike, a new experience, an experience which has linked all Goucher women to one another as nothing else has been able to do. . . . We hope that the big and earnest spirit which has united us in our anxiety can not die, but must live on through the undergraduate and graduate life to come.⁹³

The work and the giving of the alumnae were also developed as never before, and their emergence upon the field of helpful activity, often involving cooperation with other college women, was one of the real benefits to the College.⁹⁴

With his notable contribution in this campaign, Dr. Goucher brought his large giving to the College to an end. He told Dr. Welsh then that he had done what was in his power for Goucher College and that in the future his primary interests were to be in the mission field and the educational opportunities there.⁹⁵

During the progress of the 1913 campaign, statements were made that not only would the debt of the College be covered by its success but also there would be money left over for productive endowment, but in the end there was little left for endowment. The debts were all paid, and the College was rescued from immediate peril; a great accomplishment after its long struggle. Yet as President Noble estimated, the total debts including all items amounted to about \$800,000,⁹⁶ and there was some shrinkage in the payments on the Million Dollar pledges. Mr. John L. Alcock remarked in a letter dated May 8, 1929, that he had often heard Dr. Guth say that when he arrived at the College there was simply nothing in the safe deposit box as an endowment. "Any endowment funds that were supposed to be possessed by Goucher had, I believe, been used as collateral for loans."

So far as known there is only one reference to the amount of the 1913 million actually paid, namely \$850,000. President Guth in his Tenth Annual Report referred to the "depreciation of about \$150,000."⁹⁷

THE BABCOCK CLASSIFICATION

At the time that the College was overwhelmed with debt and facing the possibility of having to close its doors, in the scholastic rating made by the Bureau of Education of the Department of the Interior, in the "Classification of the Uni-

versities and Colleges of the United States with reference to Bachelors' Degrees," Goucher College was, none the less, ranked as a Class I educational institution.⁹⁸ "It had reached the unique state of being financially bankrupt at the same time that it was one of the most intellectually solvent colleges in the country."⁹⁹ In her address at the College Women's Rally in McCoy Hall, President M. Carey Thomas commented as follows on this distinction:

Recently to the surprise of Baltimoreans, perhaps even to the surprise of the faculty of Goucher College as well, Dr. Kendrick Charles Babcock, the Educational Expert of the United States Bureau of Education, after a searching examination extending over several years, has singled out Goucher and placed it among the fifty-nine colleges and universities of first academic rank in the United States. No one who is not in the college world can realize the full significance of Goucher's place in Class I. Of the five hundred and eighty-one colleges and universities of the United States, many of them with great reputations and endowments and long years of effort behind them, only fifty-nine have been placed in Class I and little Goucher, only twenty-four years old, without a penny of endowment, staggering under its crushing load of a half-million dollars of debt, is among these fifty-nine colleges. Of the twenty-one best women's colleges in the United States only six are in Class I: Bryn Mawr, Mount Holyoke, Smith, Vassar, Wellesley, and Goucher. Of the one hundred and eighty-five colleges and universities south of the Mason and Dixon line only five are in Class I: the University of Virginia, the University of Texas, Vanderbilt University, the Johns Hopkins University, and Goucher College. But although Baltimoreans may have been surprised, other colleges, like Hopkins and Bryn Mawr, which year after year have been testing the undergraduate training of Goucher, as its graduates have worked side by side with the graduates of other colleges in their graduate schools were not surprised. They know Goucher ranks high among colleges for the excellence for its teaching.

At the dinner at the Belvedere at the time of Dr. Guth's inauguration, Dr. Van Meter, acting as toastmaster, said in regard to this classification by Dr. Babcock:

I must say that we were a little proud when it turned out, quite without our knowing anything about it, that we were the only college south of the Mason and Dixon's line for women only which was associated with others

in the first class. Of course we were proud. But we were not proud in any such sense as that we want to remain the only college south of Mason and Dixon's line entitled to be so classified. We are Southern. . . . The interest of the South is our interest; and if there shall be by this year of the next decade a half-dozen institutions side by side with us in that list we shall rejoice even more than we are now rejoicing. We do not want to tower above the South at the expense of the South; we would like to have the whole South aligned with us in this educational work.

One of the principal educators of the South said to me three or four years ago, "Be careful of your standards; do not lower your standards in answer to any demands whatever; we cannot live up to them yet, but you are drawing us that way."¹⁰⁰

END OF FIRST TWENTY-FIVE YEARS

At the meeting of the Board of Trustees on April 25, 1913, the President announced the death of Benjamin F. Bennett, identified with the College from its beginning, for twenty-five years treasurer of the Board of Trustees, donor of two of its buildings, of the Elizabeth Harwood Bennett scholarship, and of numerous other gifts.

There were a few changes in the curriculum at this time: in 1911, the department of geology was eliminated, and in 1912, Mr. Bibbins was appointed the first curator of the museum. Though the department of education had been given up in Dr. Noble's administration, the project of maintaining a course in education of two hours and raising it, if possible, to four hours was considered by the Trustees and Executive Committee. This action was doubtless due to the need of adapting the curriculum to meet the requirements of the State Boards of Education of Maryland, Pennsylvania, and other states. A committee of two, consisting of Dean Lord and Professor Bacon, was appointed by the Board of Control to study this question. The use of the Missouri system in grading was also considered during the first year of Dr. Van Meter's term. Professor Kellicott was active in sponsoring this system, but it was not adopted until 1915-16.

Goucher College continued its cooperation with the Johns Hopkins University in relation to the college courses for teachers jointly arranged. By this time the work had been well established and Professor Gay, Dr. Abel, Dr. Bacon, and Dr. Froelicher were among the instructors.

It is rather curious to discover that during this administration fire drills in the residence halls were introduced for the first time, and in December 1911, four dozen fire extinguishers were purchased and placed in the buildings. Also, with the same idea of fire protection, the Trustees had built under the north stairway on the lower floor of Goucher Hall a fire proof vault connected with the business office, in which the college records could be kept.

In 1911-12, the students living in the residence halls received restricted permission to attend the theatre in Baltimore. That the Executive Committee was not altogether sympathetic toward this lenience, is seen from the regulation that was approved:

Attendance upon the theatre is not approved and will be allowed only on the written request of parents or other persons who are responsible for the presence of the student in the College; even in such case permission must be obtained from the President or Dean in each particular instance, and a limitation will be placed upon the number of permissions.

But to the students, it brought much satisfaction: "Public Opinion [in *Kalends*] would not truly represent college table talk . . . without expressing our appreciation of our new privilege of attending the theatre. . . . We appreciate the privilege and shall not abuse it."

At the commencements of 1912 and 1913, Dr. Van Meter presided and Dr. Goucher awarded the diplomas. Thus at this time of peril and rescue the two men who had done so much for the College had charge of its most important public function. In the Class of 1912, the one thousandth graduate received her diploma; and in the Class of 1913, there were 82

candidates—the largest number in any one class up to this time.

The end of the scholastic year 1913 marked the termination of twenty-five years of college work. The dream of the founders of the Woman's College that at the end of twenty-five years the College should stand second to none, should have one thousand alumnae and an endowment fund of three millions had been partly realized. The first two objectives had been attained, and in the case of the third, through the clearing up of the debts by the million dollar campaign, the way was ready for the accumulation of endowment. There was no public observance of the twenty-fifth anniversary at the end of the college year, nor of the anniversary dates in the fall; though at the time of President Guth's inauguration the morning of February 9, 1914, was given to a joint celebration of the twenty-fifth anniversary of the College and the successful conclusion of the million dollar campaign.¹⁰¹ But at the end of the year there were within the College numerous reminders of the fact that it was completing its quarter-century of life. The *Donnybrook Fair* issued in 1913 was a special number in honor of the anniversary; it contained an article entitled "A Quarter Century of History: A Retrospect and a Forecast," written by Ruthella Mory, '97 (Mrs. Arthur B. Bibbins). The Class of 1903 on its own tenth anniversary entertained Dr. Goucher as a special guest and offered him a birthday cake ablaze with twenty-five lighted candles.

On Monday, June 2, the alumnae held an informal afternoon reception in the central pavilion of Goucher Hall. The officers both present and past received. Invitations were issued to all alumnae, all non-graduates, the present student body, the present faculty and former members of the faculty, and the Board of Trustees. The alumnae chose to mark the twenty-fifth year of their Alma Mater by this informal gathering of all those connected with the institution during its quarter-century.¹⁰²

There was one further observance. On Senior Day, Tuesday, June 3, the graduates with faculty, alumnae, and students assembled at ten o'clock in the central pavilion of Goucher Hall for the presentation of the class gift. Miss Helen Harrison, president of 1913, after referring to the great regard that all alumnae and students had for Dr. Van Meter, and to the unique place which he had held in the College during the twenty-five years of its existence unveiled a large oil painting of him.¹⁰³ The gift was accepted on behalf of the Board of Trustees by Dr. Goucher, who said that

No gift could have been more appropriately chosen. . . . The class had really anticipated a plan of the Board of Trustees to have just such a portrait made in the early fall. Your gift is the concrete expression of the love and devotion you have for Dr. Van Meter. . . . [It] is a necessary addition to our college walls and should it have been withheld longer, the College would have been showing an ungrateful lack of recognition of Dr. Van Meter's zeal and devotion to college ideals. . . . He has never for a moment lost sight of the high ideals and standards he set for himself and those we have ever recognized and respected.¹⁰⁴

Painted by Adolphe W. Blondheim, the husband of a member of the Class of 1913, this portrait of Dr. Van Meter hung for years over the mantel of Room 15, and it is now in the central pavilion of Goucher Hall. There is also in the president's reception room, over the mantel, the enlargement of a photograph, used first in the *Donnybrook Fair*, 1904, and presented at its fifteenth reunion by the Class of 1904, of which Dr. Van Meter was the honorary member. Then too, in the central pavilion, there is a bronze relief of him, made by Hans Schuler and presented to the College by the Trustees at commencement in 1931.

ELECTION OF DR. GUTH

Dr. Van Meter's work as acting president did not end with the close of the academic year 1912-13. As soon as it seemed reasonably certain that the campaign for the million dollars would succeed, a committee of eight was appointed by the

Trustees to secure a president. Their task was performed and Dr. Guth was unanimously elected to the presidency on June 12, 1913. But as he could not assume control until the first of October, the work of starting the College in the fall of 1913 was carried out by Dr. Van Meter.

ESTIMATE OF DR. VAN METER'S ACTING PRESIDENCY

In appreciation of the work of Dr. Van Meter as acting president, the Trustees passed the following resolutions:

Resolved I. That we, the Trustees of Goucher College, hereby express our hearty appreciation of the promptness with which Dr. Van Meter acceded to our request [to assume the acting presidency], the faithfulness with which he has given his attention to the internal affairs of the College, the energy and success with which he directed the Campaign among the alumnae in the interests of the Million Dollar Fund, and the spirit of sacrifice which he has manifested in prosecuting the work when it made heavy drafts upon his time and strength and interfered with greatly needed vacations.

Resolved II. That we recognize and commend the work of Dr. Van Meter as Acting President as a contribution to the development of the College, helpfully supplementing his long and enthusiastic occupancy of the position of Professor, and his notable services as Dean of the College.¹⁰⁵

Mr. Stone in speaking of his success as acting president said:

Dr. Van Meter rendered the most effective service. The title of "Acting President" carried many difficulties but these he handled wonderfully. All came to him with their worries. Parents and students wanted to know whether they should begin looking for other places to go for their education and members of the faculty wished to know whether they were to be thrown out of a job or not. Dr. Van Meter had all these problems to meet. He held the student body and the faculty together in unbroken continuity and also satisfied the anxious parents. He should be paid a tribute for his wonderful power and resourcefulness in meeting the emergency.¹⁰⁶

"So eminently satisfied and happy are we under Dr. Van Meter's rule," said a writer in *Kalends*, November 1911, "that we wish it might continue as long as he feels himself able and desirous of continuing it. There is no one among faculty,

alumnae, or students who does not cherish a hope that our old friend and president *pro tem* may become our president in very truth."

Not only was Dr. Van Meter responsible for the administration of the internal affairs of the College during his acting presidency and for the leadership of the alumnae in their part of the campaign for the million dollars, but he also carried on his teaching. And so by his work within and without, he added another service to the long list of his activities for the benefit of the College. Which was the greatest of these, it is rather difficult to say, but there is little doubt that at this critical time no one else could have so helped the College to carry on its work with faculty, students, and alumnae while the desperate financial struggle was being fought through to its successful conclusion.¹⁰⁷

Chapter VI

THE ADMINISTRATION OF PRESIDENT WILLIAM WESTLEY GUTH

1913-1929

Biographical sketch— Dr. Guth's inauguration—Resignation of Dr. Van Meter—Academic progress—Increased enrolment—Building expansion—Alumnae Lodge—Organization of the Alumnae Council—Publication of the *Goucher College Weekly* and the *Goucher Alumnae Quarterly*—Appointment of a director of vocational guidance—Goucher College in relation to the World War—Resignation of Dean Lord—Dr. Eugene N. Curtis as acting dean—Appointment of student counselors—Dr. Dorothy Stimson elected dean—Summary of changes in the functions of the dean's office—Faculty Club—Retiring allowances for faculty—Resignation of Henry S. Dulaney as president of the Board of Trustees—Charter amendments—Financial reorganization—The Supplemental Endowment Fund, 1917—Gift from the General Education Board—Death of John T. Stone and election of John L. Alcock as treasurer—LL.D. bestowed by Goucher College upon President Guth—The acquisition of the Towson Campus—The beginning of the 4-2-1 campaign—The charter controversy—The conclusion of the 4-2-1 campaign—The death of Dr. William H. Hopkins and of Dr. Goucher—The illness and death of Dr. Guth—Death of Elinore B. Jeffrey, president of the Board of Trustees—Appointment of Hans Froelicher as acting president and of a committee to fill the office of president—Memorial service for President Guth—Tributes to Dr. Guth by Goucher women—Summary of the benefits of President Guth's administration—Poem by Joseph M. Beatty, Jr.

BIOGRAPHICAL SKETCH

WILLIAM WESTLEY GUTH was chosen as the fourth president of Goucher College at a meeting of the Board of Trustees on June 12, 1913. He was forty-two years old, having been born October 15, 1871, in Nashville,



PRESIDENT WILLIAM WESTLEY GUTH

Tennessee. His ancestry was German and French, but his parents, George and Susan Sophie Guth, were born in this country. His father was a Methodist minister. "At the early age of thirteen he was supporting himself by doing commercial illustrating, and at sixteen we find him the youngest member of the staff at Tiffany's in New York, drawing ecclesiastical designs and studying at the New York School of Design, with every evidence of an artistic career ahead. But at eighteen, feeling the necessity of more education, he joined his parents, who were living in California, and entered the Academy of the University of the Pacific.

"Forced, however, to make his living in order to attain his educational ambitions, he took up journalism, and at the time of his graduation from the Academy, he was the City Editor of the San José *Evening Mercury*, a paper supplying a population of over one hundred thousand."¹

He entered Leland Stanford Junior University in 1892, and was elected president of the freshman class. He completed his course in three years. "In his senior year it is recorded of him that he was a journalist of such reputation that to the astonishment and envy of the professors he made four thousand dollars in that one year."² He was graduated with the "Pioneer Class" of 1895, with Phi Beta Kappa honors. He then began the study of law in the Hastings Law School, passed the examinations four months later, and was admitted to the California bar in December 1895. He and Helen Louise Fischbeck, of San Francisco, were married March 10, 1896. He practiced law very successfully in San Francisco for three years. Feeling, however, that he wanted to do "more active work in helping humanity," he entered the School of Theology of Boston University in 1898 to prepare for the ministry. He was ordained in 1900 and became pastor of the Methodist Church in West Chelmsford, Massachusetts. He took the S. T. B. degree at Boston University in 1901. Having become deeply interested in philology, he studied that subject for three

years at the Universities of Halle and Berlin. Halle University gave him the Ph.D. degree in 1904.

For the next four years he was pastor of Epworth Church, Cambridge, Massachusetts, a church attended largely by Harvard and Radcliffe students. Then came a call from the University of the Pacific, a struggling institution in financial distress. He accepted the call. Later he changed the name of the institution to "College of the Pacific." In five years he "succeeded in placing that college upon a solid foundation, with a sense of doing creditable work, and inspired it with renewed ideals."³ It was during this period that he wrote four books: *The Assurance of Faith* (1911), *Revelation and Its Record* (1912), *Spiritual Values* (1912), and *The Teacher's Teacher* (1913).⁴

When offered the position of president of Goucher College, Dr. Guth, after some hesitation, finally accepted, and wrote to the Board of Trustees on July 15, 1913: "I shall come to Baltimore with enthusiasm, determined to let my energy and abilities go into the new work to their fullest capacity." Mrs. Guth, who was a graduate of the College of the Pacific, was inspired by the same spirit. For sixteen years she worked for the College side by side with her husband. They were chosen honorary members of the freshman class which entered the College at the same time they did, and this gave them an easy and natural acquaintance with student life and activities. Mrs. Guth gave special attention to the improvement of the furnishings of the residence halls and various rooms in the other buildings. She transformed what had been a lunch room into the delightful Faculty Room, and she effected similar transformations in the reading room of the library, the Goucher College Christian Association room, and several others. The faculty and students repeatedly expressed warm appreciation of her efficient thoughtfulness.⁵ She also selected the furnishings for the Goucher Room in the national headquarters in Washington of the American Association of University Women.

For a number of years she was chairman of the House Committee of the College Club of Baltimore, and selected the furnishings for the rooms of the club. President and Mrs. Guth made a present to the alumnae of the furnishings for the large foyer of the Alumnae Lodge.⁶

After coming to Goucher, President Guth held several important offices. He was president of the Middle States Association of Colleges and Secondary Schools (1921-22), a member of the Advisory Council of the Bureau of Vocational Information, and chairman of the Finance Committee of the Southern Women's Educational Alliance. He was a member of Phi Beta Kappa and Phi Kappa Psi.

INAUGURATION

Among the memorable events in the year 1913-14 were those connected with the inauguration of President Guth. Most of the following account of these events is an abstract from the narrative of Dr. Hans Froelicher, who was the official chronicler of "an impressive succession of academic and social functions."⁷

The first meeting was held in the chapel of the College at three o'clock on Saturday, February 7, and was a general reunion of the alumnae and former students. Every class, beginning with the first, 1892, to the latest, 1913, was represented. Christie Y. Dulaney, '07, president of the Alumnae Association, presided. In her opening remarks she welcomed Dr. Guth into the large family of Goucher alumnae, and assured him of a very hearty cooperation in his work for the future of the College. The secretary of the Alumnae Association, Carrie Mae Probst, '04, called the roll of the classes. As each class responded, it pledged its loyalty to President-elect Guth and to its Alma Mater. The exercises were informal in character, a number of addresses being made on the general topic, "Goucher College: Her Past Services; Her Future Needs." The first speaker was Anna Heubeck Knipp of the Class of

1892 and former president of the Alumnae Association. A letter was read from Angeline Griffing (Mrs. S. George Wolf), of the Class of 1898 and ex-president of the Alumnae Association, and addresses were made by Dr. John F. Goucher, Dr. William H. Hopkins, Dean Eleanor L. Lord, Dr. John B. Van Meter, and President-elect William Westley Guth.

At half-past five the meeting adjourned, to reassemble in Goucher Hall at half-past six, when the graduates and former students were to be the guests of the Trustees at a banquet. Mr. Summerfield Baldwin, president of the Board of Trustees, presided, and after the dinner introduced Dr. John B. Van Meter as toastmaster. Dr. Van Meter proposed first of all a toast to "Woodrow Wilson, President of the United States, the warm and faithful friend of Goucher College," to which Bishop Earl Cranston, of Washington, D. C., responded, and then there followed toasts by alumnae, faculty, and trustees.

On Sunday afternoon, at three o'clock, in First Church a religious service was held, and a sermon fitting the occasion was delivered by Bishop William Franklin Anderson. "He spoke on the freedom of scholarship, a freedom centered on the abiding principles of truth as these have been discovered and expressed throughout the ages, but a freedom which gave full opportunity to run along any avenue which truth marked out."

Dr. Froelicher's narrative gives the following account for the next day:

Monday, the ninth, at ten o'clock in the morning and again in First Church, trustees, faculty, and alumnae, as well as friends, met to celebrate the twenty-fifth anniversary of the College and the successful conclusion of the Million Dollar Campaign. Bishop Earl Cranston presided, and in a most happy and engaging way introduced the speakers. The keynote of all the remarks was the memory of past struggles and present achievements, a reviewing of the growth of the College, and a tribute to those who have gone before us into that Silent Land. Especially do I mention the tribute which Mr. John T. Stone, treasurer of the College, paid to the late Mr. Benjamin F. Bennett, that gentle, kind, and generous friend of the College,

its treasurer for a quarter of a century. Who can fail to remember him, coming to the College, a fresh flower in his buttonhole and a smile on his face? Mr. Stone announced also that over one third of the Million Dollar Fund had already been paid in (\$371,000), that three fourths of our debt was paid, and that by July the entire debt would be wiped out.

The other speakers on Monday morning were Dr. William H. Hopkins, the Rev. Edward L. Watson, Dr. Lilian Welsh, Rabbi A. Guttmacher, and Dr. M. Bates Stephens, the latter representing the Maryland Department of Education.

The inauguration of President-elect Guth was set for that afternoon at three o'clock. The Lyric Theater had been secured for the event. Before an imposing audience, he was formally inducted into office by the President of the Board of Trustees, Mr. Summerfield Baldwin. Dr. John F. Goucher, President Emeritus of the College, made the address of presentation, and President Mary A. Woolley of Mount Holyoke College delivered the charge to the incoming president. Greetings were brought by Dean Eleanor Louisa Lord for the faculty; Christie Y. Dulaney, '07, president of the Alumnae Association, for the alumnae; Helen L. Kever, '14, president of the Students' Organization, for the undergraduates; Acting President William H. Welch of Johns Hopkins University; President M. Carey Thomas of Bryn Mawr; Professor Ephraim D. Adams of Stanford; President Marion L. Burton of Smith; and the United States Commissioner of Education, the Honorable P. P. Claxton.

Dr. Guth's inaugural address followed. He boldly championed the political and economic rights of women, as well as their educational rights, and argued against a rigid curriculum.

One feature of the inauguration program was a carefully planned surprise. Professor Froelicher arose and addressed President Guth as follows:

Mr. President: It becomes my pleasant duty to present to you on behalf of the Board of Control one of my colleagues, to have conferred upon him the highest distinction within the gift of the College, the honorary degree of

Doctor of Laws, a degree which has never before been conferred upon anyone by Goucher College. And we do this in order to honor publicly one whom we have loved and respected through these many years of service.

It has long been in our minds and hearts to do him honor, but we were heretofore defeated in our good intentions by his firm resistance to any formal recognition. On this present occasion, with your hearty approval and assistance, we have proceeded by strategy. For the first time in the history of the College, I believe, a meeting of the Board of Control was called at which Dr. Van Meter was not notified to be present. At that meeting, held in his absence, and without his knowledge, the Board, wishing to express in some measure at least, the esteem and affection in which he is held by all, unanimously recommended that the degree of Doctor of Laws be conferred upon him by the College. I have the honor, therefore, Mr. President, to present to you by recommendation of the Board of Control, and by order of the Board of Trustees, our colleague and friend, Dr. John Blackford Van Meter, Doctor of Divinity, Professor of Philosophy, and Morgan Professor of English Bible, for over twenty years Dean of the Faculty, and . . . during the most critical period of the College, Acting President of Goucher College, to receive at your hands the degree of Doctor of Laws.

Apart from the inauguration of the President, no event during the three days' celebration gave greater pleasure or more satisfaction to the alumnae, students, and constituency of Goucher College. Few men have been honored as Dr. Van Meter was honored when at the moment of the conferring of the degree upon him by President Guth the student-body and alumnae arose with spontaneous, sincere, happy, and long-sustained applause. The hood with which Dr. Van Meter was invested was the gift of the Alumnae Association.

After the inauguration the delegates and faculty joined their hosts, the Trustees, at a delightful banquet at the Belvedere Hotel, about two hundred men and women being seated around small tables. Again Dr. Van Meter was chosen as toastmaster, calling with humorous arbitrariness upon this and that guest and infecting his victims with his own humor, so that the feast vanished into the late evening hour amidst mirth and good fellowship.

The speakers at the banquet were Bishop William F. Ander-

son, Dr. Abram W. Harris, president of Northwestern University, Dean Virginia C. Gildersleeve of Barnard College, President Kerr Duncan MacMillan of Wells College, President Laura Drake Gill of the College for Women in The University of the South, Miss Vida Hunt Francis, the general secretary of the American Association of Collegiate Alumnae, and President Lemuel H. Murlin of Boston University. At the conclusion of the banquet the guests attended a reception at Goucher Hall. The building was crowded to its utmost capacity for more than two hours as the guests and friends of the College passed the receiving line to wish President and Mrs. Guth all success and happiness.

IMPORTANT DEVELOPMENTS

President Guth, whose custom it was, during his administration, to preach both the matriculation and baccalaureate sermons, delivered his first baccalaureate sermon on Sunday, May 31, 1914. On Wednesday afternoon, June 3, there was present at the Lyric Theater the largest assembly of the faculty, the students, and the alumnae that had ever attended a Goucher commencement. Bishop Francis J. McConnell gave the address. The most significant announcement made at these exercises was that of the resignation of Dr. Van Meter, who had served the College from its beginning. He received the title of Professor Emeritus of English Bible and Philosophy, but because he was best known as Dean his title was soon changed to Dean Emeritus.

It was the purpose of President Guth to make his first year at Goucher College mainly a year of observation, but his second year was marked by some important changes. He was a progressive, and his attitude toward conservatism is expressed in the concluding paragraph of his first annual report: "In closing permit me to say that I have become more and more impressed during the year with the worth and prospects of Goucher College. There is conservatism of a very apparent

sort in Baltimore, in the Alumnae Association, and in the Faculty. A tendency to harp on the glory of the past and a freely expressed conviction in some quarters that what was good enough need not be made better has been noticeable. Changes will have to be made which may not be pleasant or welcome to all. But we are living in the present, not in the past, especially are we living in the presence of great war movements, the consequences of which no one can foresee. At no time can an educational institution remain static; at this time, particularly, it is the sacred duty of the educational forces of our country to set mind and energy to the solution of the grave national and international, social and individual problems which are upon us. Let us hold to the past only because of the good there is therein, and go forward to the future with courage and cheerfulness to help make that good better."⁸

Fortunately, the faculty proved to be progressive, and in 1914-15 they adopted the major department plan developed from the major subject plan, the Missouri system of grading, and a provision that Latin should no longer be required for admission. This last change, which required courage, was effected without lowering the standards. During the first half of his administration, before 1921, two other educational innovations were made—change in the method of handling admissions in 1916 and the use of psychological tests for freshmen in 1918.⁹

The enrolment of students was steadily increased by President Guth from 390 in 1913-14 to 622 in 1916-17. All available space in the old residence halls was utilized, and finally, in the fall of 1916, two new halls were opened, Mardal and Folkvang, both of which were remodeled residences. The chapel which the Board of Trustees of First Methodist Episcopal Church had kindly allowed the College to use since its opening in 1888 was no longer large enough. President Guth saw the possibilities of transforming the old Assembly Room of Cather-

ine Hooper Hall which seated only five hundred. On the rear end of the building, he erected an addition, extending to the northern end of the property line. This addition, on the ground and first floors of the building, increased the floor space of the gymnasium and the gallery for spectators, made room for showers, dressing rooms, lockers, a kitchen, a city students lunch room, and an extension of the dark room of the physics department. And on the third floor it provided an additional chemical laboratory.¹⁰ This made possible a new chapel and auditorium, which including the balconies, has a seating capacity of about twelve hundred. Well lighted, attractively designed and decorated, with a stage equipped for student productions, this new room satisfied a real need of the College. It was furnished with a new \$10,000 organ designed by the director of music, Mr. Alfred Willard. The *Goucher College Hymnal*, edited by President Guth was used for the first time when the college year opened formally in the new auditorium on Friday, October 6, 1916.¹¹

The following autumn there was another improvement. When Dr. Welsh returned from her vacation she experienced what she referred to as "the greatest surprise of her life." She had gone away wondering where the largely increased number of students in physiology and hygiene could be accommodated. She found in the fall of 1917, that back of Bennett Hall Annex, where for many years the lot had been used by the College and the neighborhood as a dump, ground had been broken and the foundations laid for a new two-story granite building. This was completed rapidly and used by the department for much needed laboratories and a lecture room.¹²

During the next year, 1917-18, another building was added to the college group—the Alumnae Lodge. As far back as 1912, the Alumnae Association had asked the College for a room to be used for permanent alumnae headquarters¹³ and the Trustees resolved to provide such a room as soon as possible.¹⁴ In the meantime the Alumnae Association directed

its attention to the possible purchase of a house in the neighborhood of the College to be used as an Alumnae-Student Club House.¹⁵ The Trustees, in 1917, were engaged in raising the supplemental million dollars, and wanted the alumnae to have a share in it. Since raising money for the purchase of a building could not be included in the fund the Trustees were raising, the alumnae relinquished their plan and devoted their efforts to raising funds for the endowment of a professorship to be named in honor of Lilian Welsh, and, on their part, the Trustees agreed to provide the alumnae with a building if they would be responsible for furnishing it.¹⁶ On the rear of the lot on which Mardal Hall now stands, there was a large brick stable belonging to the original Cowen property. President Guth saw the possibilities of the site and of using some of the materials. And here, under his leadership, with Mr. W. W. Emmart as architect, the Alumnae Lodge, so much used and enjoyed by the alumnae, was erected.¹⁷ The large lounge was beautifully and tastefully furnished by President and Mrs. Guth, the four bed rooms were furnished as memorials; one in memory of Mrs. Goucher by her three daughters; one by the class of 1898 in memory of five of its members; one by 1904 in memory of its senior president, Florence Walther (Mrs. George A. Solter); the fourth by 1908 in memory of Kate McCurley Maltbie, wife of Dr. William H. Maltbie, its honorary member. The other furnishings of the building for the most part were provided by gifts from alumnae and former students in Baltimore.¹⁸ President Guth, acting for the Trustees, turned over the keys of Alumnae Lodge to the president of the Alumnae Association at an Open House held on February 14, 1918.¹⁹ This important event in the history of the Alumnae Association took place during the second mid-year meeting of the Alumnae Council.

At the meeting of the Alumnae Association in June 1915, A. Bertha Miller, '94, proposed the organization of an Alumnae Council.²⁰ She was made chairman of a committee to prepare plans for such a council and to promote interest in it among the

Chapters.²¹ In 1916 the plan was adopted by the Association and the first meeting of the Council was held February 8, 9, 10, 1917, and Miss Miller was elected its first president.²² The purpose of the Council as stated in its original constitution was: "to bring about a closer relation between Goucher College and its alumnae and between the Alumnae Association and its chapters; to act as a medium for securing and disseminating accurate information concerning the College; and to recommend and undertake lines of active alumnae service." Carolyn Montgomery, '98 (Mrs. Thomas G. Sanders), chairman of arrangements for the first meeting of the Council expressed its purpose as follows: "To bring the College nearer to the alumnae, and the alumnae nearer to the College." In the organization of the Alumnae Council, President Guth took a keen and sympathetic interest.

In this administration, also, encouraged and aided by President Guth, two important publications were started—the *Goucher College Weekly*, published by the undergraduates and the *Goucher Alumnae Quarterly*, by the alumnae.²³

The first important event of President Guth's administration, coming before his inauguration, was the result of a proposal by Dean Lord. It gave a new direction to the evolution of vocational guidance in Goucher College. That evolution was in three stages, the first being inaugurated by Dean Van Meter in 1897, the second by Dean Lord in 1913, and the third by President Guth in 1921. During the early years of the history of the College most of the alumnae chose teaching as a vocation, and, as Dr. Lord says, "the Dean in conjunction with the Registrar could easily handle the applications for candidates received during the course of the year from employers of teachers; and this service was most efficiently performed by Dean Van Meter and Miss Probst." The opening of new fields for women caused the development of intercollegiate bureaus which dealt with positions other than teaching, and led to the formation of faculty committees of an advisory

character in most of the women's colleges, including Goucher.²⁴ Those committees emphasized guidance as well as placement. The Board of Control, on December 1, 1913, appointed a standing committee on Occupations and Vocational Guidance. The chairman was Dean Lord, who not only promoted vocational guidance in Goucher College, but, because she specialized in placing teachers, did the largest share of the work.

The Committee was appointed in December, 1913, and met occasionally throughout the rest of the academic year. It was agreed that correspondence and placements for teaching positions should be made through the Dean's office, social workers should be supplied through Dr. Thomas, and workers requiring preparation or talents in writing English or handling manuscripts, etc., through Dr. Keller. Each member arranged for definite hours for consultation with students and for vocational guidance. Each member undertook to keep posted as far as possible on the outlook in the field selected and to collect informational material which could be placed at the disposal of the students. A bulletin board for the convenient display of such information was placed in the basement of Goucher Hall and was much consulted by students. . . .²⁵

When Dr. May L. Keller, associate professor of English, resigned her position in Goucher College in 1914 to become dean of Westhampton College, her place on the vocational committee was taken by Dr. Annette B. Hopkins, associate professor of English, who did much in the way of vocational guidance by printing a series of articles in the *Goucher College Weekly*, as well as by posting notices and holding personal interviews. Her services ended in 1918, and other members were added to the committee at various times: Professors Curtis, King, Geer, Rogers, and Miller. The end of the committee system came in 1921, when President Guth appointed a Director of Vocational Guidance. He saw that vocational guidance had gone beyond the stage where it could be handled advantageously by a committee of the faculty working in cooperation with the Dean. Goucher was among the pioneers in research carried on by a director of vocational guidance, who made a contribution to our knowledge of the best methods of dealing

with the administration and organization of guidance and the study of occupations.²⁶ Dr. Iva L. Peters, associate professor of social science, was made director in 1921. She had experience in personnel work during the War and also in field work in New York City. Leona Buchwald, a Goucher alumna, who had statistical experience in the War Department and also administrative training as business women's secretary in the Young Women's Christian Association, was appointed vocational secretary.

The new venture was completely successful. As a result of its success, so much of the time of Dr. Peters was spent in interpreting the plan to other colleges that during the year 1924-25 she was granted relief from professorial duties. She served on committees of the National Vocational Guidance Association and the National Research Council. She became associate counselor for the Southern Women's Educational Alliance for 1924-25. Her work was carried on by visits or correspondence with nearly all of the colleges and universities open to women in the South. She started an "orientation course" along vocational lines at William and Mary College.²⁷ Goucher's Bureau of Appointments and Vocational Guidance was used as a model by a score of institutions.²⁸ One fundamental principle in the work of the Bureau was stated thus by Dr. Peters: "Vocational guidance in the college is not only a window through which the college student looks out into the world, but is one of the cooperative agencies for the attainment of education."²⁹

Dr. Peters resigned in 1926 to become Dean of Women at Syracuse University. Miss Buchwald had resigned previously, in 1923, to become educational and vocational counselor in the Baltimore City Schools. Mary T. McCurley, a Goucher alumna with experience as a teacher and executive experience in the Bureau of State and Municipal Research, Baltimore, and in the Maryland Food Administration, has been vocational secretary since 1923. She begins her work with freshmen so as to ascertain as soon as possible their vocational interests

and make appropriate suggestions, and she also serves alumnae long after the year of their graduation. In various articles she has described the five functions of the Bureau: "Collecting and disseminating information in regard to opportunities for college graduates, arranging for students to obtain prevocational experience, helping students to find part-time work, assisting them with financial and personal problems, advising and placing those who wish positions."³⁰

GOUCHER COLLEGE IN WAR TIME

During the Easter vacation in 1917 the United States entered the World War. Goucher promptly prepared to render such service as it could. At a meeting of the Students' Organization on April 12, Dr. Lilian Welsh, professor of physiology and hygiene, presented some plans which she said were to aid, not necessarily in preparation for war, but in preparation for life, which is the best possible preparation for times of peace or war. The student, by keeping her body in the best physical condition, would prepare herself for any emergency calls which the crisis might impose upon her. In addition, Dr. Welsh advocated specific preparedness in order to do one kind of work well. Dr. William E. Kellicott, professor of biology, said he would like to add to the ideas of physical and specific preparedness that of mental preparedness. He urged the students to be alive to the present situation and to learn what the world was about in this war.³¹ These ideas of Dr. Welsh and Dr. Kellicott were referred to a joint committee of faculty and students and incorporated in the "Goucher College Plan."³² It was written in the form of the following pledge, which was enthusiastically adopted and signed by a large majority of the students:

GOUCHER COLLEGE PLEDGE

To respond to my country's need I hereby pledge to prepare myself physically, mentally, and, so far as possible, specifically for usefulness.

I. Physical Preparedness

In order to develop my physical capacities to their possible extent, I will sincerely pay proper attention to exercise, diet, sleep, dress, and personal habits.

I will take at least one hour of regular exercise each day, whether in the gymnasium, in recreation, or at manual labor.

I will endeavor to form correct habits as to diet, abstain from eating needlessly between meals, ascertain under college medical advice what my physical condition should be and train accordingly.

I will sleep approximately eight hours every night, retiring as early after ten o'clock as is compatible with reasonable duties or engagements, sleeping with the windows of my room wide open, on a sleeping porch or in the open air.

I will wear simple clothing, paying due regard to the laws of hygiene, to habits of neatness, and to economy and serviceableness.

I will put into practice what I know to be correct as to personal habits, keeping my room and all places over which I have control clean and in orderly arrangement.

In all of the foregoing I recognize the expediency as well as the practicability of a regime that emphasizes regularity, persistence, and willingness to profit from the wisdom and experience of others.

II. Mental Preparedness

In order that I may be informed as to the causes of the war, its progress the changes that have come in the reasons why the nations are at war, particularly why the United States is forced to engage therein, I will attend the eight or ten lectures to be given by the History Department of Goucher College, and will read some every day, either in newspapers, periodicals, or books, recognized as supporting the policy of our government.

III. Specific Preparedness

In addition to preparing myself physically and mentally, as above set forth, I will conscientiously take account of my own fitness and inclinations and give myself over to specific training offered by some one of the departments of Goucher College. I will give this time outside of my regular class room and laboratory duties. I will be loyal and faithful in this regard and will do all in my power to stimulate the loyalty and faithfulness of my fellow students. I will undertake this specific preparedness willingly and enthusiastically, thankful for the opportunity it gives me to respond to my country's call.³³

The physical preparedness was under the direction of the department of physical training, and the mental preparedness was mainly in charge of the departments of history and English. Dr. Katherine J. Gallagher, of the history department, gave a course of eight lectures on the events which led up to the war and to American participation in the war. The English department posted on a bulletin board each day the leading events of the war and arranged to study the chief speeches and documents of the war in class. Specific preparedness was under the direction of those departments which could offer the needed courses. The department of botany gave instruction in agriculture, the department of physiology and hygiene offered courses in food and nutrition and also a clinical laboratory course, and the physics department gave instruction in wireless telegraphy and in the mechanism and operation of an automobile, with the aid of an automobile corporation which placed the chassis of an eight-cylinder car at the disposal of the class of forty-five students. The department of mathematics gave courses in bookkeeping and typewriting—the latter with the cooperation of one of the business colleges of Baltimore, which gave instruction in typewriting to over fifty students free of charge. The departments of foreign languages offered intensive courses in the translation of every-day German, French, Italian, and Spanish, and also some courses in conversation. The department of social science undertook to teach students the principles used in relief work so that they might aid the families of those who went to the front.³⁴ The specific preparedness courses lasted only a few weeks in the spring of 1917. Though no academic credit was given to those who took them, a large majority of the students were enrolled. The courses were not given the next year because they interfered too much with the regular work of the students.

The first war-time service rendered by Goucher was putting five teams of ten students each, under the direction of a Goucher alumna, Nellie Snowden Watts, '05, in a campaign

which the Baltimore welfare organizations were conducting to raise an emergency fund of \$1,500,000.

The first formal demonstration of patriotism at Goucher was the raising on March 22 of a large new flag on the balcony over the main entrance to Goucher Hall. A brief speech was made by President Guth, and patriotic songs were sung. The flag was the gift of Mrs. Louise M. Fischbeck, the mother of Mrs. Guth. During the spring vacation a large flag-pole was erected on the green in front of Bennett Hall. It was the gift of Mr. W. H. Fehsenfeld, a member of the Board of Trustees. On the first day after vacation the faculty and students gathered to witness the raising of the flag to its new position on this pole while they sang "The Star Spangled Banner" and "America."³⁵

It meant real sacrifice for the students to abolish for the year certain extracurriculum activities to which they had been looking forward, but which would cost time or money needed in the service of their country. At a meeting of the Students' Organization on April 21, these were given up: Glee Club, Agora, the boat rides of the freshmen and sophomores and of the Pennsylvania and Southern Clubs, Senior Class Day, and *Kalends*—but it was later decided to issue four numbers of *Kalends* during the year 1917-18.

The juniors gave the annual banquet to the seniors on April 20, saving expenses by doing most of their own cooking and by making their own decorations. "No one who partook of the banquet-fare can say that college girls, or at least the Goucher juniors, fall short as cooks. Here again the juniors deserve credit for their good planning and for the successful carrying out of their plans."³⁶ The underclassmen willingly served as waitresses.

The cooperation between class and class and between the students and faculty was excellent. Especially hearty was the appreciation by the students of Dr. Gallagher's lectures relating to the war.³⁷ Another form of enthusiasm is described

in an editorial in the *Goucher College Weekly* entitled, "There was a Time:"

The enthusiastic way in which Goucher girls united with Baltimore in welcoming Marshal Joffre and the French delegation last Monday is an indication of the presence in college of that long hoped-for interest in non-collegiate affairs. This interest in outside events has been zealously encouraged, and on the day of the delegation's arrival, first hour classes were excused in recognition of that interest—or was it because the faculty wished to go to the station? Anyway, there was a general exodus from Goucher, and Dr. Shefloe's large silk tri-colored flag borne by an unofficial delegation of Goucher girls was the first flag which greeted Marshal Joffre and Viviani in Baltimore and it was the only French flag at Union Station.

Reminiscences may not be inapt. "There was a time" when we were not interested in Marshal Joffre—but that was before the war lectures. There was a time when we did not know who Marshal Joffre was—but that was before the days of the bulletin board. There was a time—but that was before we had the war maps, with their fascinating pins and colored cords.

It is safe to assert that "there was a time" is past. The memory of Marshal Joffre's visit will remain with us, and we shall be proud to remember that to one of our faculty belongs the first flag saluted by members of the French delegation on their entrance into Baltimore.³⁸

By the close of the year 1916-17, it was known that the Goucher Plan had met with great favor, even in the far west, and had been adopted, either entirely or in part, by a number of women's colleges. The students praised the benefits of physical efficiency. An editorial in the *Goucher College Weekly* says: "Early to bed and early to rise has by now become a habit with us, and perhaps that has something to do with the fact that finals this year have not their usual terror for us."³⁹

Goucher's first service in connection with the war in the year 1917-18 was the campaign for the Student Friendship Fund, which had been brought to Goucher by student initiative. On October 12, Louise Spieker, '18, and Virginia Woollen, '19, were sent to Harrisburg to represent Goucher at a conference of the students from all the colleges in Maryland, Pennsylvania, and

Delaware. The conference had been called by leaders of the Y. M. C. A. and the Y. W. C. A. to discuss the relief work carried on in foreign countries by these two organizations. A week later the Goucher representatives arranged to have Mr. David Porter, international secretary of the Y. M. C. A., speak to the students, and a few days later Dr. Gertrude C. Bussey, of the Goucher department of philosophy, addressed them. Students made many sacrifices for the Student Friendship Fund. Many city students gave up attending the movies, and, when possible, riding to college in the street cars. Many students did without a new suit or new hat during the year. A large majority of the juniors pledged themselves not to buy new gowns for the junior-senior banquet.⁴⁰ Money was saved in other ways, and the total contributions during the campaign amounted to \$2,626.⁴¹

One day after this campaign was started Goucher College took part in a memorable event which is pictured as follows in the news columns of the *Goucher College Weekly*:

About thirty-five members of the faculty of Goucher College and more than three hundred and sixty students marched in the Liberty Loan Pageant which thrilled all Baltimore on Wednesday evening, October 24th. It is estimated that 9000 persons participated in the pageant, which was composed of marching divisions, immense floats, banners, and military bands.

Several colleges and schools were represented in the pageant, among them Johns Hopkins University, City College and Polytechnic Cadet Corps. The Boy Scouts were torch-bearers, and by the light of these torches the various banners and legends were plainly visible.

Through this procession the Goucher division in cap and gown could be distinguished. Long hours of tactic marching in the gymnasium stood the girls in good stead. [They] marched in military formation, wearing academic costume, except for forty-five girls in the center of the platoons who formed a red cross, a marching formation received with much favor by the spectators.⁴²

The most important activities of Goucher College in relation to the war were those undertaken by the War Council, which resulted from an enthusiastic mass-meeting of the students on

November 27, 1917.⁴³ The problem of the College was three-fold: to maintain at highest pitch the academic standard, to give opportunity for proper relaxation, and to give opportunity for acquiring information on war issues.⁴⁴ Moreover,

The first problem which confronted us this year was not merely to provide opportunity for war service, but to arouse the student body to an appreciation of the seriousness of the war. When college opened last October with a student enrollment of over 700, with a second-year class of 171 students only half assimilated by the body politic, and with a trifle over 300 of raw material, with a rather pallid recollection of the Goucher Preparedness Plan and the pledges taken with some enthusiasm the previous spring to abide by its rulings, and with the knowledge that the non-credit courses organized last April under the caption "Special Preparedness" and widely elected, had been discontinued, the war, to those who were looking on, seemed, in spite of insistent reminders, to be holding an incidental place in the general student mind. Much indifference of a positive as well as a passive sort seemed to prevail, especially in the two lower classes. . . .

Almost simultaneously movements were started by two members of the faculty on the one hand and the Student Organization on the other to find a way out of these difficulties. As each group began to work without knowledge of the other's intentions, an unfortunate conflict ensued. This was however removed without serious consequences. The result of these efforts was the formation by the Student Organization, on November 27, 1917, of a College War Council, suggested by a similar institution at Wellesley, with the purpose of informing the students on and organizing them for various kinds of war service.

The Council numbered 14 persons: a senior chairman elected by her class, a secretary, a treasurer who was also head of the Finance Committee, a representative from *Goucher Collège Weekly*, and eight others, each of whom was the head of a committee organized by herself for her particular work, but not sitting with the Council. These committees were:

1. The Liberty Loan (originally entertainment of soldiers and sailors, but this work was afterwards abandoned by the students as impracticable, and turned over to the alumnae).

2. Patriotic education.

3. Food conservation.

4. Surgical dressings.

5. Knitting.

6. Collecting of books and periodicals for training camps.

7. Summer employment.

8. Social service. . . .⁴⁵

The College had suffered from a shortage of coal during December 1917, owing to the war, which also caused a delay in the transportation of two boilers necessary for the enlargement of the heating plant in order to take care of the additional buildings. The new boilers had not arrived when the students came back from the Christmas vacation. "Then, as if the three present boilers were an elegant superfluity, instead of a painful insufficiency, one of them stopped working on the afternoon of January 3rd—one of its tubes broke and could not be repaired short of twelve hours, there were other troubles, for the water pipes on the fourth and fifth floors of Vingolf had burst on the Monday preceding the opening of the College, and on Wednesday one of the city mains also burst, and flooded the cellars of Sessrymner and Gimle. Under this combination of difficulties, only the residence halls could be heated, so the Friday and Saturday classes were held in the social halls of the various residences."⁴⁶ When the national government issued an order that all recitation halls of schools and colleges should be closed on Mondays in order to save coal, Monday classes were not discontinued but were held again in the residences—and with the hearty approval of the students.

The Students' Organization, at a mass-meeting on January 28, 1918, pledged itself to join with the alumnae and faculty in supporting two of the Goucher alumnae for a year of reconstruction work in France. "The motion was made and passed enthusiastically, following an address by Nell Watts, '05, who assured the students that the alumnae would support any war work undertaken." The students attempted to raise \$2,000 and the alumnae an equal amount. Both amounts were over-subscribed.⁴⁷ It is interesting to note in this connection two curious devices used by the students to raise funds for the work—the Kaiser and the thermometer. "The first was a full-length, five-foot portrait of the War Lord, upon various portions of whose anatomy were pasted, when sold, different sized squares of paper, the size varying according to the price. The thermometer, constructed on a block of card-

board about four feet high, showed by strips of silver paper pasted over the tube every few days the progress of the mercury towards the \$2000 mark."

An enthusiastic mass-meeting was held in the Auditorium on April 15, 1918, to get subscriptions to the Third Liberty Loan. Speeches by President Guth and Dr. Gallagher, patriotic songs, and cheering characterized the meeting, and \$16,700 worth of bonds were purchased in less than an hour, and a total of \$25,500 was reached a week later.

The desire to send money to save the lives of Belgian babies made the junior-senior banquet (which was held on April 27, 1918, in the central pavilion of Goucher Hall) one of the most remarkable in the history of Goucher College. It is described thus by the editor of the *Goucher College Weekly*, January 25, 1918:

Junior-Senior banquet this year, with its saving of \$250 for the War Fund, will go down in the annals of Goucher as one of the really great events in the long and honorable list of student activities. That one class could entertain another with practically no food is not particularly remarkable. The amazing thing is that the Juniors actually succeeded in giving a banquet without food. For, to borrow a phrase from the idea of dramatics, so skilfully carried out in the toast scheme, a "perfect illusion" of food was created. It was impossible to remember that the simple dessert which formed the only course was not the end of a long menu. The toasts, the music, the decorations were admirable. The ensemble lost none of its loveliness by the fact that practically the entire class had pledged themselves not to buy new gowns. The Sophomores proved efficient waitresses, and were most attractive in their white costumes. The whole affair was an overwhelming demonstration of the triumph of "mind over matter." It was truly a "feast of reason and a flow of soul."⁴⁸

Dr. Annette B. Hopkins summarizes the work of the committees of the War Council, which finally numbered ten, and shows that a great change took place in the student attitude during the year. Recognizing that the War Council was partly responsible for this by acting as a sort of intellectual leaven, she gives due credit to other influences, such as the

constant cooperation of the administration, the stimulating public addresses by noted speakers, the courses in modern European history and the work of the History Club, and, finally, the changing spirit of the country, as the American troops got into action and the casualty lists grew longer, with the result that occasionally a student dropped out of classes for a few days to reappear in mourning.⁴⁹

The quality of the academic work of the students remained high in the distracting year 1917-18, in spite of unusual war-time activities, fuel shortage, a very hard winter, and the curtailment of class hours due to public lectures. Dr. Hopkins says that all instructors with whom she talked reported a growing seriousness in their students and a realization that they must do the best type of work possible. Several of the more thoughtful declined important positions for the next year in the extracurriculum world in order to devote more time to their studies.⁵⁰

In April 1917, the Alumnae Association found itself facing the question of doing its part in the war. A War Work Committee made up of Nellie S. Watts, '05, chairman, Mabel Hutzler, '05, and Clarinda Matthews, '14, looked into the matter of farm units and social service courses, but its most important work was in cooperating with the students and faculty in securing funds to send Goucher alumnae abroad and in selecting those representatives. About six thousand dollars was secured and in the summer of 1918, there was arranged with the Red Cross the Goucher unit composed of Nellie S. Watts, '05, Mary V. Robinson, '07, Mary E. Gross, '12, and Helen Harrison '13. By September 1918, this unit was at work in France.⁵¹

In the *Goucher College Bulletin*, February 1919, there is a list of thirty-eight Goucher alumnae and former students who had served in some capacity in the war zone.⁵² In 1921, Christie Dulaney '07, (Mrs. George A. Solter) president of the Alumnae Association, gave forty-seven as the number of

Goucher women working over seas. Three alumnae deaths were caused by the war: Elizabeth Barrows, '99 (Mrs. C. D. Ussher), Helen E. Robinson, '02,⁵³ and Katherine Baker, '96.⁵⁴

The faculty also were active in war work. They contributed largely to the college output of surgical dressings and knitting for the American Red Cross, and were useful also through the various departments. Some were absent from the College in government service: Dr. William E. Kellicott, Dr. J. W. Magruder, Mr. Earl A. Martin, Mr. David G. Thompson, and, in 1918-19, Dr. H. M. Diamond and Dr. Ethel Bowman, the latter was Head Aide in Reconstruction in the Walter Reed General Hospital near Washington.⁵⁵

One incidental effect of the war was the adoption of the budget system by the students on April 23, 1918, to prevent too many separate payments for dues and contributions. The plan was worked out by the War Council at the suggestion of the College Council and provided for compulsory dues to be paid to three organizations: the Students' Organization, the Athletic Association, and the class to which each student belonged. These dues were to be paid when tuition was paid. It was arranged to have a United Campaign for voluntary contributions to various causes.⁵⁶

On the morning of Commencement Day, 1918, at the last class meeting of the seniors, *Donnybrooklet*, the substitute for the regular year book, was distributed. Bound in an attractive blue paper cover, it contains only thirty-five pages. The Foreword states that the Class of 1919 (juniors) proposed "that we publish no college annual this year, but give all the money of the subscriptions to some war work. We must confess that we could not bring ourselves to equal the Juniors in making the relinquishment of the book complete. To graduate, and face a future far out in the wide, wide world, with no pictures, however tiny, of our class-mates, seemed more than we could bear. So we have cheerfully thrown aside all elaborate—and expensive—details so dear to the editorial heart and have out-

lined the history of 1918's senior year in skeleton form. . . ." Besides the class history, class songs, grinds, and a page of jokes, *Donnybrooklet* contains an article entitled "Beau Brummel: a Memory," an appreciation of the class play of the seniors by Professor Gay of the English department. The seniors had given the play in April, but repeated it the night before commencement in order to raise money for the Reconstruction Fund, already over-subscribed.

The summer of 1918 is memorable in the history of Goucher for the war-time activities of the students, especially the "farmerettes." Of the 462 students who did summer work directly or indirectly related to war needs, 106 worked for the Red Cross and 101 on farms—five more than the number who had registered for that kind of work.

The owners of farms were dubious at first about employing "fool college girls," but, after the students showed what they could do, their services were in great demand. One of those who worked on a farm in Maryland with the largest group from Goucher, who were each paid twelve dollars a week and board, relates their experiences in the *Goucher College Weekly*:

Hasn't each one of the thirty-eight Goucher girls who "went farmeretting" at Fallston told you already what a wonderful summer she has had? Of course they never worked harder, never ached more acutely, and perhaps, though they didn't tell you so, never complained more bitterly. But at the same time the summer was so brim full of good times and funny experiences and we felt so patriotic and so satisfied with what we were accomplishing for Mr. Hoover and Uncle Sam that our farmeretting seems a big experience that not one of us would like well to have missed. . . .

Now for the real work, the eight hour day work. I advise you not to mention thinning corn when you are talking to the farmerettes, especially the first sixteen who went out. If you did you might mistake them for members of one of the squelch societies. For corn thinning is a sore subject. Let me tell you about it. We were taken to the nearest corner of a field of corn about a foot high that seemed to stretch away over hill and through valley into infinity. We were told to walk down a row and pull up, by the root, all except the two thriftiest corn stalks of each hill, and we were advised not to stand up straight except at the end of each row. It sounded easy and

we started happily down the first row. We sang, we talked on such subjects as "The Immortality of the Soul," "Justice upon Earth," etc. But at the end of the second hour or so there began to be a lag in the conversation. As we passed each other on the row the question was often asked, "How do you feel," and the answer came, "My back!" So it was through all those long corn weeks, each hour getting longer, and each field bigger than the last, until by the last of June we began to count up and found we had thinned for Uncle Sam four hundred acres of corn. And we surely did it for Uncle Sam and no one else. But not every one thinned corn all the time. We had to divide into groups, for there were tomatoes to be stuck, which consists of boring a little hole in the ground, sticking in the roots of a tender plant, and firmly pressing it into place.

How glad we were when the first call for hoeing came in and what glowing reports of the day's work came from the hoers. It was so easy. . . .

The work that proved us and showed just how capable we could be came with the harvest time. Of course only the huskies were sent out for hay and wheat and oats, but the rest of us envied them. It was such fun to load up the hay wagon, ride into the barn, and unload it again. It made you feel so like a real farmer. We really helped with the threshing too. Of course the men ran the engine, filled the bags with wheat and did the other easy things while we did the pitching. We had a little song that we sang, a part of which might express our sentiments on this subject. It was,

"We work through rain, and we work through heat,
While the men drive the horses from a comfortable seat."

But the summer wound up with the work I think we liked best of all, the corn cutting. We had hated that same corn so heartily earlier in the summer, that we slashed at it with a vengeance when the time came. One man said he preferred us to men on the job too.

Does this all sound as if we hadn't enjoyed the work end of farmeretting? Indeed we did. We had such good times out on the fields together, such funny things were always happening, and then there was the lunch hour. What a blessing the lunch hour was. Four big sandwiches and a piece of cake for each. The ground was never quite so soft nor the shade of a tree so soothing as at the lunch hour. . . .⁵⁷

One result of the war was the enrolment of some French students, one of whom later became a member of the faculty. The Association of American Colleges had made an arrangement with the government of France for the education in American colleges and universities of a number of young French

women. In March 1918, the Executive Committee of the Board of Trustees authorized President Guth to invite two of these scholarship students to come to Goucher. Mlle. Louise Cléret and Mlle. Emilienne Machot began their work in the fall of 1918. Mlle. Cléret continued it the two following years and was graduated in 1920. She was appointed assistant in French in 1919 and was promoted three times, becoming associate professor in 1935. She also received the degree of doctor of philosophy from the Johns Hopkins University in 1929. Meanwhile her name had been changed by her marriage to Mr. George K. Seibert in July 1920.

The last of these French scholarship students came in the fall of 1919—Mlle. Suzanne Allamercery and Mlle. Jeanne Folliot. The latter was graduated in 1921.

One of the most serious emergencies in the history of Goucher occurred in 1918. The great epidemic of Spanish influenza caused the Health Commissioner of Baltimore to close the schools and colleges on October 9, 1918, just five days after the formal opening of the fall session at Goucher. The College was closed for four weeks. The fifth floor of Fensal Hall, which ordinarily was large enough for an infirmary, had to be supplemented by nearly the whole building. Students volunteered to assist the regular nurses, and their services were gratefully accepted. Carefully masked, they took temperatures and aided in other ways. Dean Lord had a temporary office in Fensal Hall and answered telegrams and telephone messages from the parents. The regular nurse, Miss Elizabeth Browne, and another nurse were assisted in the care of the convalescents by members of the faculty, especially by Dr. Bussey, Dr. King, Miss Jervis, and Miss Miller. The regular physician, Dr. Lilian Welsh, was aided by Dr. Mary Sherwood and Dr. Mabel Belt, '10, and a member of the staff of the Johns Hopkins Medical school acted as a consulting physician. In view of the extent and severity of the epidemic, it was considered fortunate that the number of deaths did not exceed two.⁵⁸

When the last convalescent had been sent home "with admonitions and thanksgivings," Miss Browne said in the *Goucher College Weekly* in reference to the student volunteers: "I honestly don't know what we could have done without them, and the efficiency of the system which was organized by Katherine Manning, president of the Student Organization, would make the Kaiser weep with envy. There were three shifts of volunteers a day, some to serve the trays, some to help take temperatures and to wait on the needs of the patients, others to carry messages, go after the clothes, etc., and still others in the main hall to take letters and telegrams, answer the door, and run the elevator. . . ."

In 1918-19 activities incident to the war and reconstruction continued to occupy much of the time of the faculty and students. These activities were directed chiefly by the Student War Council. While the influenza epidemic was raging in October, Mary T. McCurley, '10, who was State Secretary of Volunteer College Workers for the Food Administration, employed a number of students in clerical work. The efforts of Goucher students in the Fourth Liberty Loan resulted in subscriptions amounting to \$109,500. Most of the subscriptions were obtained at the Goucher booth in the Emerson Hotel in connection with a general campaign for selling government bonds.

Just at this point came the Armistice—on November 11, 1918—and it was made memorable for Goucher by a remarkable impromptu parade, representing the greatest and most prolonged outburst of enthusiasm which the College has ever known—an enthusiasm due to the belief that the world had been made safe for democracy and permanent peace. The description of this unique event by Dr. Annette B. Hopkins, professor of English, is one of Goucher's classics.⁵⁹

The Armistice did not bring a cessation of college activities on behalf of our soldiers, for most of them were still in France, many of them wounded, and others in need of such services

as would prevent demoralization. Only brief mention can be made of these activities of the year 1918-19. The United War Work campaign, the purpose of which was to support seven agencies which ministered to soldiers, received college subscriptions amounting to \$4,276. Money was also collected for the Red Cross and Armenian relief. The Social Service Committee sent each Friday from twelve to fifteen carefully selected students to the hostess house at Camp Meade for the purpose of dancing with and otherwise helping to entertain convalescent soldiers stationed there. The Canteen Committee supplied hot lunches for city students on the cafeteria plan, with volunteer services, including dish washing, and made profits of fifteen dollars a week for the Reconstruction Fund, to be used by the alumnae in France. The motto of the Canteen was "Service here and over there." The total amount to the credit of Goucher in the Fifth Liberty Loan or Victory Loan was \$56,600, of which \$31,450 was subscribed at the College and \$25,150 at the booth in the Emerson Hotel.⁶⁰

The history of the war spirit in Goucher would not be complete without the statement that it has declined greatly and that there has been a considerable development of antagonism to war, even among those who aided in war-time activities. For example, the two faculty advisers of the War Council are now avowed pacifists. The students also would not be unanimous in supporting another war.⁶¹

CHANGES

Dean Lord, on May 6, 1919, wrote a letter to the Board of Trustees asking for leave of absence for the year 1919-20. She said, among other things, that after twenty-one years of continuous service at the College, during nearly nine of which she held the office of dean, she felt a definite need of mental refreshment and a respite from the constant strain of administrative responsibility incident to the steady increase in the size of the College.⁶² In acceding to her request, the Board ex-

pressed its high appreciation of the services rendered by Dr. Lord, both as head of the department of history and as dean of the College.⁶³ The Board of Control adopted a resolution conveying its good wishes to Dean Lord for her year's leave of absence,⁶⁴ and "the students unanimously voted that a telegram of greetings be sent to her to remind her that she is still present in the hearts and minds of the people of Goucher College."⁶⁵ There was genuine regret when, at the end of her year's leave, she did not return. She had been a popular and efficient dean, using her constructive executive ability to improve the College in various ways.

The work of the dean's office was carried on for two years (1919-21) by an acting dean, an assistant dean, and a student counselor. Dr. Eugene N. Curtis, at that time associate professor of history, was appointed acting dean and filled the office in such a way that President Guth said he could find no objection to making his appointment permanent except that he was a man. He had charge of academic but not of social matters. There had been no intention to name an assistant dean, but at the beginning of the year President Guth received a petition from the women members of the faculty asking for the appointment of an assistant dean and recommending that Dr. Ola E. Winslow, at that time assistant professor of English, be chosen.⁶⁶ She had general supervision over student activities and special student problems in cooperation with the Student Counselor. She served for two years. Elizabeth C. Mason, '14, was appointed in 1919 as the first student counselor, serving till 1931. Frances R. Conner, '02, was made associate student counselor in 1922 and student counselor in 1924.⁶⁷

While Dr. Curtis was the acting dean, President Guth searched the whole country carefully to find the best woman available for the office of dean. His choice was Dr. Dorothy Stimson, professor of history and Dean of Women in Transylvania College, Kentucky. Her career before she came to

Goucher in 1921 and then as dean and acting president will be described in the Chapter on her administration.

A series of changes, culminating in 1921, had been made in the functions of the dean's office. The first dean, Dr. Van Meter, had five functions: the academic duty of general supervision of the work of the students, the direction of social life, general supervision of the infirmary, the admission of new students, and vocational guidance, the last being of slight importance until Dr. Lord became dean. President Guth divided these duties among five officials, each being independent of the others, but all responsible to the President. The Dean retained the academic functions.⁶⁸ In 1919 the direction of social life and of the residence halls was the function of both an assistant dean and a student counselor, and, beginning in 1921, of a student counselor (or counselors) only. The admission of new students had been assigned to the Registrar.⁶⁹ The care of the sick had already become the duty of the department of physiology and hygiene, and President Guth had ratified this plan.⁷⁰ The last of these five differentiations was the reorganization in October 1921, of the Bureau of Appointments, which was called after that date the Bureau of Appointments and Vocational Guidance.

The first Faculty Club in the College had gone out of existence soon after it had been organized in 1890 at the suggestion of Professor Frank R. Butler. The wish for another club had been expressed frequently by Dr. Froelicher, who was one of the original sponsors of the reorganization. It actually started in the summer of 1919, as the result of a conversation between Dr. Florence P. Lewis and Dr. Lilian Welsh on the rocks at Ogunquit, Maine. She was "exchange professor" (the only Goucher one thus far) at Wellesley in 1918-19, and while there was invited to visit the Wellesley Faculty Club, an institution which she admired. While in Maine she told Dr. Welsh her experience, and they agreed at once to encourage the idea of a Faculty Club at Goucher when they returned in the fall. They

enlisted the aid of several other women members of the faculty, and as a result the club was organized in October 1919, for the interchange of ideas on the special lines of work of its members and for the discussion of educational problems. The original plan was to have the organization and conduct of the club as informal as possible, with no president, but with a chairman of the program committee who acted as executive officer. In May 1933, the constitution was amended to provide for the annual election of a president. The club in 1933 began a Faculty Loan Fund to be used to aid juniors and seniors in paying tuition. Contributions have been collected each succeeding year until, at the time this is written, there is a Faculty Loan Fund of over two thousand dollars.

A system of contributory retiring allowances for instructors was discussed on November 21, 1919, by the Board of Instruction, and the sentiment of the majority at that time was opposed to purchasing annuities from the Teachers' Annuity and Insurance Association. On February 4, 1920, Dr. Lewis C. Karpinski, professor of mathematics in the University of Michigan, addressed the faculty in favor of such a system. A committee of the Board of Control consisting of Dr. Bacon, Dr. Longley, and Dr. Lloyd reported on May 2, 1921, in favor of requesting the Board of Trustees to adopt a system of annuities, and the report was adopted. The Board of Trustees on October 20, 1921, determined to participate in the system of retiring allowances that is offered by the Teachers' Insurance and Annuity Association of America with the following provisions: "first, that participation in the plan be entirely voluntary; and, second, that the Trustees appropriate and pay to on behalf of the officers, teachers, and employees of the College an amount equal to five percent of the respective salaries of the said officers, teachers, and employees, provided they agree to spend or are already spending, at least an equal sum for an annuity in the Teachers' Insurance and Annuity Association of America or toward an annuity or endowment policy in any

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other approved life insurance company." Fifty thousand dollars was given by the Carnegie Corporation to establish the system in Goucher, which satisfied the conditions of the gift by setting aside one hundred thousand dollars of the endowment to be used for the same purpose.

In 1923, Goucher had its only publicly discussed case involving freedom of teaching. William Jennings Bryan had attacked the theory of evolution in an address at the Lyric on January 14. The Reverend C. Sturges Ball, instructor in Biblical literature at Goucher and Rector of the Protestant Episcopal Church of the Transfiguration, replied to Mr. Bryan in the *Baltimore Sun* on January 17. Mr. Henry S. Dulaney, president of the Board of Trustees of Goucher College, a man highly esteemed for his sterling character and his generous gifts to the College, thought it was not right for the department of Biblical literature to accept the theory of evolution, though he said he did not object to its acceptance in the scientific departments of the College.⁷¹ He expressed to President Guth his objection to the teaching of evolution in Bible courses, but, finding that he could get no satisfaction from the President, he finally wrote a letter on May 26, 1923, resigning his membership in the Board of Trustees. The Board accepted his resignation with regret and passed resolutions expressing very hearty appreciation of Mr. Dulaney's great services to the College.⁷²

Some fundamental amendments to the charter of Goucher College were secured from the Maryland Legislature on March 17, 1914. The charter, as amended in 1910, had provided that those who were proposed by the Board of Trustees as new members had to be approved or disapproved by the Board of Education of the Methodist Episcopal Church. "This Board of Education at its meeting in July 1913, refused to act upon the names of trustees submitted to it by the Board of Trustees of the College, basing their refusal on the ground that it had no rights or prerogatives in the matter of the election of members

of the Board of Trustees of the College and that its approval or disapproval of a trustee was only formal and perfunctory."⁷³

A committee of the Board of Trustees on the revision of the charter had already been appointed and had been at work when President Guth came into office. He was made a member of this committee, and as such attended a meeting of the Board of Education in December 1913. It was agreed that the Board ought not to hold to any college such relationships as the charter of 1910 presumed. A committee of the Board was appointed, therefore, to confer with the committee of the Board of Trustees on charter revision and consider the enactment of a new charter.⁷⁴ It was unanimously agreed by both of these committees to adopt an amendment to the charter whereby the number of trustees should be thirty-three, of whom eleven should be chosen from nominations made by the neighboring Conferences and distributed as follows: Baltimore, four; Central Pennsylvania, two; Philadelphia, two; Wilmington, one; New York, one; New York East Conference, one. Three trustees were to be elected "from a list of nominations which the General Alumnae Association of Goucher College in annual meeting may furnish; provided, however, that if said Annual Conferences, or any of them, or said General Alumnae Association shall at any time fail to furnish such list or lists, the Board of Trustees of Goucher College shall fill the vacancy for that year by electing a representative from said respective Conference or the General Alumnae Association; but the Board of Trustees shall have power to determine the conditions and requirements by which representation shall be continued to the General Alumnae Association or to the above named Conferences or extended to any other Conference, provided that the relative numerical representation of the interests of said organizations shall not be changed."⁷⁵

Another effort to change the charter, occurring in the midst of the 4-2-1 campaign, will be considered later in its chronological sequence.

FINANCES

President Guth began to reorganize the financial system of the College in the first year of his administration, after consultation with the officers of the General Education Board. The changes made, as he stated them, were as follows: "(1) To place behind every trust fund and every annuity an income bearing investment; (2) to make expenditures of current income according to a budget prepared at the beginning of the year and adhered to as rigidly as possible."⁷⁶

Only about \$850,000 of the million dollars subscribed in the campaign of 1913 was ever paid, and the larger part of this sum was used to cancel the debts of the College.⁷⁷ Therefore the College continued to have annual deficits, the largest in President Guth's administration being \$37,887.26 in 1913-14. In his third annual report to the Board of Trustees: "Goucher College has never been without a deficit. Its needs were always justifiably greater than the funds it could command. In truth, the way in which it has overcome financial difficulties is a marvel. This fact alone is evidence of its inherent worth. We confidently look forward to the time when we shall be able to close our books at the end of the year with the debit and credit sides of the ledger equalized and our educational standard in no wise lowered."⁷⁸

The confidence of President Guth was justified when he closed his fourth year (1916-17) without a deficit. Moreover, he did the same in all the succeeding years of his administration. This result was accomplished chiefly in two ways—by increasing the enrolment of students and by increasing endowment. The enrolment was increased partly by means of publicity, which he employed without cessation till Goucher was nationally known as never before. The largest enrolment before he became president was 369 in 1912-13. In 1916-17, this had risen to 622, and in 1925-26 to 1,060, which was the highest in all the history of the College. It was 985 at the close of his administration.

In the first year of his administration President Guth had asked the General Education Board for money to use as endowment, but he had been refused because of "the unsatisfactory financial administration of the College."⁷⁹ After the finances were reorganized in 1913-14, the Board promised \$250,000, provided the College would raise enough to bring it up to a million dollars by April 1, 1917. President Guth then asked permission to use as part of the quota of the College the unpaid subscriptions from the million dollar campaign of 1913. "This was agreed to by the Board, and, with this sum, amounting to between \$300,000 and \$400,000, as a starting point, the College went after the rest."⁸⁰ President Guth states in his second annual report that on November 19, 1914, he submitted to Dr. Wallace Buttrick, secretary of the General Education Board, a list of the 1913 subscriptions which would be available for the fund, amounting to \$190,972.62. He adds: "Over and above this sum were other good and valid subscriptions available for endowment, but they were not included because of the impossibility at that date, or even now, of determining the amount of the deficits that would have to be taken care of this year and next year and probably the next."⁸¹ President Guth usually referred to the money raised between 1914 and 1917 as "The Supplemental Endowment Fund." It was popularly called the "second million" or "the 1917 million." It must be understood, however, that, for the reasons given above, the first and second millions did not make two millions. The fund was completed on March 1, 1917, exactly one month ahead of time. The Alumnae Association pledged \$60,000 towards the fund and the students \$12,000.⁸²

As a result of the 1913 campaign and the quiet campaign of 1914-1917, the indebtedness of the College was wiped out and \$1,025,687.78 was left for endowment.⁸³ The General Education Board, which was unwilling to help in the campaign of 1913, had changed its attitude, as is shown by a letter written

by Dr. Buttrick to President Guth on March 1, 1917, in which he said:

My interview with you this morning gave me great pleasure, and I hasten to contratulate you upon your splendid achievement in establishing Goucher College on an enduring financial foundation. You and your associates in the management of the college are entitled to the congratulations and gratitude of all friends of higher education. In making its conditional contribution of \$250,000 to the college, the General Education Board formally expressed its confidence in the sound management of the institution. You can well understand, therefore, our pleasure in learning that you have completed the campaign in which we have been permitted to participate and have thus made permanent and secure the institution to which you, your honored predecessor, Dr. Goucher, and other firm friends have devoted their lives.⁸⁴

That the task of President Guth in raising this fund was strenuous was realized fully by the Treasurer of Goucher College, Mr. John T. Stone, who said in an address to the Alumnae Council that the task seemed impossible when President Guth first proposed it.⁸⁵ The Board of Trustees, the faculty, and the students all passed resolutions expressing cordial appreciation of what he had done.⁸⁶ The Board of Trustees and the faculty gave a dinner in his honor at the Stafford Hotel on the evening of March 15, 1917. Dr. Lilian Welsh was toastmistress. Speeches were made by Mr. Summerfield Baldwin, president of the Board of Trustees, Mr. John T. Stone, Mr. Henry S. Dulaney, and Nell Watts, '05 (Mrs. Irving Marshall Clark), an alumnae trustee, "all of whom expressed very pleasantly the genuine admiration which every one felt for the achievement of President Guth. It was then the turn of President Guth, who gave half the credit to Mrs. Guth, and then spoke earnestly and hopefully of the future of the college."⁸⁷

A change in the treasurership of the College took place in 1920. Since April 20, 1888, only three men have filled this office, and they served so long and with such skill, zeal, and success that they are among the most important officers the

College ever had. Their names are Benjamin F. Bennett, John T. Stone, and John L. Alcock. Mr. Bennett's services have been described in the chapter on Dr. Goucher's administration. The other two served during President Guth's administration. Mr. Stone became a trustee in 1909, assistant treasurer in 1912, and treasurer in 1913. He was enthusiastically and effectively active in the million dollar campaign of 1913. His services as treasurer were cut short by his death on May 9, 1920. Mr. Alcock, who succeeded him and still holds the office, had been a trustee since 1913. His services were particularly valuable in the 4-2-1 campaign and also when President Guth was ill in the closing years of his administration.

PRESIDENT GUTH AWARDED HONORARY DEGREE

At the commencement exercises, May 31, 1920, there was an interesting ceremony which is described as follows in the *Bulletin of Goucher College*, June 1920:

The Board of Trustees, at the request of the Board of Control, conferred upon President Guth the degree of Doctor of Laws at the commencement exercises held on May 31. Dr. Lilian Welsh, who on behalf of the Board of Control presented President Guth to Dean Emeritus John Blackford Van Meter, as the representative of the Board of Trustees, made the following address:

"President Guth, the end of the present academic year completes the seventh year of your presidency of Goucher College. During these years of your administration the growth and development of the College have been phenomenal. New departments have been added, the faculty has been enlarged and strengthened. The number of students has been doubled and a waiting list of applicants seeks admission. The increase in the number of buildings and of class rooms, the expansion of the library, the liberal equipment of the laboratories, the enhanced beauty of the grounds, the solid financial position of the College all testify to your great ability as an administrator. But all these things represent merely the material setting of the College, its external body whose value even the wayfarer may justly estimate. What have you done for the real College, for its soul, its spirit? We members of the Faculty who probably are best able to evaluate such

service desire to testify to your conspicuous leadership in this inner life. You have not only maintained the college traditions of sound scholarship, its high ideals of education as training for service, but you have carried them forward. You have been a close and careful student of educational problems and a constructive contributor to educational literature. In grateful recognition of your ideals of women's education, of your scholarship, and of your educational leadership, the Board of Control representing the Faculty of the College, has requested the Board of Trustees to confer upon you the highest honor in its gift. The Board of Trustees has unanimously endorsed the recommendation of the Faculty and has vested authority in one of its members, the beloved ex-Dean of the College, to confer upon you a degree which the College has awarded but twice in its history. . . ."

The diploma in its leather bound case was presented to President Guth by Dean Van Meter. Mrs. Anna Heubeck Knipp, representing the Alumnae Association, then handed the hood, resplendent with purple border and blue and gold lining, to Professor Hans Froelicher, who on behalf of the Board of Control of the College adjusted the hood on President Guth's shoulders.

TOWSON CAMPUS

A statement made at this same commencement prepared the way for the announcement one year later of the beginning of the Greater Goucher Campaign. It was announced that the General Education Board had donated \$400,000 to Goucher on condition that \$600,000 more should be raised so as to make a total of \$1,000,000 "for endowment for increase of teachers' salaries." The great rise in prices since the war made an increase in salaries necessary if colleges and universities were to maintain the quality of the teaching staff, and Mr. John D. Rockefeller had made a Christmas gift to the General Education Board of \$50,000,000 for this purpose.⁸⁸ This offer made a financial campaign for \$1,000,000 necessary, but President Guth had long had in mind a plan for another campaign for \$5,000,000 to move the College to a more desirable location. It was the combination of these two campaigns into one which resulted in the Greater Goucher Campaign for \$6,000,000 which was announced and inaugurated in 1921.

During the first year of his administration President Guth

had pointed out to the Board of Trustees the desirability of a change in the location of the College, though on account of its financial condition at that time no recommendation was made for immediate action.⁸⁹ President Guth said at one time that in 1917 a person of wealth was about to donate money enough to purchase a site near Guilford, within the limits of Baltimore, but the entrance of our country into the war caused this person to decide that the money should be used for patriotic purposes, and the campaign for money to move the College had to be postponed.⁹⁰

By 1921, the time seemed favorable for preparing for the campaign, and on March 17, President Guth, in a meeting of the Board of Trustees, called attention to the various times he had reported to the Board the inadequacy of the present plant of the College, the unsatisfactory condition of the neighborhood, and the constant encroachment of the business section of the city upon the College. He read resolutions which had been passed by the Alumnae Council, one of which was as follows: "In sympathy with the motion passed last May by the Alumnae Association, the Alumnae Council makes the specific recommendation that a campaign be inaugurated by the Board of Trustees to be conducted in active co-operation with the Alumnae Association for \$6,000,000 for the purpose of endowment and the removal of the College to a new and more desirable site." This resolution was adopted on February 12, and the Board of Trustees passed a similar resolution at its meeting in March.⁹¹ At the same meeting President Guth stated that for several years he had been investigating various pieces of property as a possible new home for the College, and he asked and received authority to continue his search for a campus.

The results of his search were reported to the Board of Trustees on May 21, 1921. He said that in considering the merits of a site the following requirements had to be held in mind: "ample acreage, necessary elevation, good drainage, satis-

factory neighborhood, accessibility, and the likelihood of the development of the district in which the College might be located. Another consideration of great consequence was the cost of the new location." These requirements, except that of reasonable cost, could have been met within the city limits, but as the cost there was prohibitive, a tract of land a little north of the city was recommended. It consisted of 421 acres adjoining the town of Towson. It required much time and work to secure from many people contracts for all the land. President Guth laid maps and plans of the new property before the Board and asked for authorization to close the deal according to the recommendation of himself and the Treasurer, Mr. John L. Alcock. President Guth stated that the total cost of the property would be in the neighborhood of \$150,000 or \$160,000. By a rising vote, given unanimously, he was authorized by the Trustees, May 21, 1921, to close the deal.

Some of the less important contracts for land were still unsigned at this time. The largest part of the new acquisition had been known as the Chew estate, but, in order to secure a pleasing approach to this part, several additional acres had to be purchased. There were forty deeds signed, some by people who had never transacted business before, and one by a woman who used the German script she had learned in childhood.

At ten o'clock on Wednesday morning, May 25, the last contract was signed. The facts were soon to be published in the papers. Mrs. Guth had suggested the idea of linking the old college with the new by taking the first four "grand-daughters" of Goucher College to the campus in the early afternoon of May 25. Except President and Mrs. Guth and Mr. Alcock, they were the first members of the College to set foot on the new campus. These four students were Elizabeth Sanders, '23, daughter of Carolyn Montgomery Sanders, '98; Margaret Sumwalt, '23, daughter of Florence Edwards Sumwalt, '97; Caroline Wolf, '24, daughter of Angeline Griffing

Wolf, '98; and Marian Upham, '23, daughter of Margaret Spier Upham, '97.⁹² That same afternoon at five o'clock the news was told to the students and faculty in the college auditorium and was received with vigorously expressed enthusiasm.⁹³

The next day the seniors were given possession of the new campus. Margaret Fishback, '21, wrote:

On Thursday, May 26, 1921, the first Class Day ever held on the new campus took place. For a few days before—a very few—there had been a sort of breathless suspense in the atmosphere for the seniors, due to the fact that President Guth in secret session with us had asked us if we could be ready to go to a certain place, tantalizingly vague as to geographical location, on very short notice. The notice came to the assembled multitude of Goucher on Wednesday afternoon in a very inspiring mass meeting, and on Thursday morning we seniors started out to take possession of the new world.

We felt that day an excitement of soul something akin to that which Columbus himself must have felt when he knew that the land of his dreams was not far away. It is seldom that we find reality coming up to the beauties concocted in our imagination. Often we dream fair dreams and delight in the anticipation of their fulfillment, but almost never do we escape some measure of disappointment when we face the object of our dreams in cold material fact. But the new campus was no disappointment. It so far surpassed all of our dreams that we were amazed. It seemed almost too wonderful to be true. . . .

There were amusing "stunts" and then certain sad farewells, and the presentation of the proceeds of Senior Dramatics to President Guth for the Fund. A spirit seemed to pervade the place and touch our hearts and souls till we were keenly sensitive to the uniqueness of the day, the first Class Day on the campus, a golden link between the old and the new, significant of the fact that underlying our ever progressing college there will always be that steady and constant spirit of Goucher.⁹⁴

On the afternoon of the same day the trustees and the Alumnae Council were invited to take supper on the campus and to join in the jubilation of the students.⁹⁵ Oral public announcement of the acquisition of the new campus was made for the first time at the commencement exercises held in the afternoon of Monday, May 30, 1921.

BEGINNING OF 4-2-1 CAMPAIGN

During the summer of 1921 President Guth remained in Baltimore to launch the financial campaign. He said later, in a meeting of the Board of Control, that he preferred not to entrust the work to an agency (as was done by some other colleges) not only because they charged a large sum for their work, but also because, even with paid direction, the work was really done by the students and alumnae. The Greater Goucher Campaign is usually called the 4-2-1 Campaign, because the campus consisted of 421 acres and the allotment for each of the Goucher women (students, alumnae, and non-graduates) was \$421. President Guth at first estimated that Goucher women would raise one fourth of the total amount, but this was afterwards changed to one sixth, or one million dollars, of which the General Education Board gave \$400,000. In his original estimate he added about one percent for campaign expenses and divided the sum by the number of Goucher women (3,600). Surprised and pleased to find that the quotient was almost exactly 421, he linked the number of acres and the number of dollars together thereafter.⁹⁶ He said: "We could hardly expect an actual contribution of \$421 from each Goucher woman. So very soon the slogan, *Give or Get for Goucher* was evolved, the 'give' to be interpreted in terms of each giving what she reasonably can, as much as she can; and the 'get' in terms of earning the balance of the \$421, or as much thereof as possible, rather than of asking someone else to give it. . . . May we ask you not to solicit your \$421 in small sums from men and women who can contribute a much larger sum and ought to be approached later according to a well ordered system that will be presented to you in due time."⁹⁷

The following was the "Give or Get" pledge:

In grateful recognition of what Goucher College has meant and means to me personally, and in order to assist to the extent of my ability in raising the Six Million (\$6,000,000.00) Dollar GREATER GOUCHER FUND, I hereby

pledge myself to do all in my power to give to or get for the College the sum of Four Hundred and Twenty-one (\$421.00) Dollars, payable in not more than five years from the date hereof at the annual rate of Eighty-four and 20/100 (\$84.20) Dollars, divided, if possible, into quarterly installments of Twenty-one and 05/100 (\$21.05) Dollars each.

When vacation was over the entire student body spent the afternoon of Saturday, October 1, 1921, on the new campus. They rambled through the meadows, cornfields, and woods, climbed apple trees, fished for minnows in the streams, waded, gathered flowers, and visited farm houses until the common bond—hunger—brought everybody together again around the smoking campfires. This taste of the joys of the future increased their enthusiasm for 4-2-1 and the Greater Goucher.⁹⁸

Nobody can say who first began to earn money for 4-2-1, but it is known whose activities are recorded in the first issue of the *Goucher College Weekly* in the fall of 1921. Dr. Curtis gave a bridge party at Ocean City, New Jersey, during the summer, and the enthusiasm of the Goucherites who were there resulted in contributions of prizes by many of the shops of the city, part of which were disposed of by Dr. Curtis, acting as auctioneer. The sum of one hundred and fifty-three dollars was cleared. Bessie Lineback, '22, put an advertisement in the *Goucher College Weekly*, of which this is a part: "Waste not your money in down-town stores for a modiste waits at your very doors. She will change last year's gown into this year's mode and relieve your mind of many a load." The Board of the *Goucher College Weekly* opened a tea room and sandwich shop in the rear of Sessrymner Hall and adorned it with purple cows and orange pups and called it "Noah's Ark." Three Baltimore students established a boot-black emporium in Catherine Hooper Hall near the city lockers. Goucher women all over the country were soon arranging rummage sales, concerts, and benefit performances, and selling insurance, homemade cakes, automobiles, safety pins, hair nets, Betty beads, Christmas cards, and many other things. President

Guth said on October 21 that he was receiving every day from twelve to eighteen letters containing 4-2-1 pledges.⁹⁹

An inspiring rally of Goucher women in the interest of Greater Goucher was held on October 21, 22, and 23, 1921. Alumnae were present from twenty states, and every class was represented. The spirit shown was such that Mrs. Parsons, a prominent alumna of Smith College, fresh from a successful leadership in the Smith campaign, said: "Never have I seen anything like it in any of the other college campaigns with which I have been connected."¹⁰⁰ Throughout the series of meetings President Guth stressed the value of a one hundred percent alumnae loyalty manifested in the signing of pledges so as to establish a firm foundation on which to ask for other contributions. At the Friday evening meeting speeches were made by Mrs. Parsons, Dr. Katherine J. Gallagher, Mary Louise O'Neill, '96, (Mrs. Clyde B. Furst), and Dr. Lilian Welsh. The series of meetings was closed by an impressive Sunday vesper service conducted on the highest spot of the new campus at sunset by Dr. Van Meter.¹⁰¹ The vision there seen was later put into verse by Dr. J. M. Beatty, Jr.:

THE BUILDERS OF GREATER GOUCHER

There is a charm in ancient old-world shrines,
In hoary colleges whose willowed backs
Slope greenly down to Milton's sedgy Cam.
Here all is peace; dim shapes of long ago
People each rosy garden-nook, and saints
Hallow each chapel-window, girt with light
And garlanded with gules and blue and gold.

Aye, down these walks right many a poet paced
Mute, musing, held ecstatic in the thrall
Of beauty age-enchanted—yet his heart
Aflood with dream-creation never knew
The joy of those gray masters who beheld,
Long years before, their visions wrought in stone
Rear first bright sun-tipped pinnacles to God.

And we who stand upon this sunny hill
Far-looking over wood-crowned Maryland,
Shall be no idle dreamers: we shall feel
The joy of seeing visions realized,
The thrill of glimpsing through these mellowed oaks
White spires of august learning, and shall say,
"We are their builders; we have wrought them so."

CHARTER CONTROVERSY

Early in 1922, breaking with adverse effect into the midst of the 4-2-1 campaign, there was an unsuccessful attempt to change the charter of Goucher so as to take away from the Methodist Conferences their right to nominate one third of the Board of Trustees. As early as 1919, President Guth had resigned as a minister (but not as a member) of the Methodist Episcopal Church because he wanted to act only in the capacity of an educator.¹⁰² In January 1922, he said in regard to the attempt to change the charter: "Whether the Methodist Episcopal Church shall dominate Goucher College is the real issue."¹⁰³ To this the representatives of the Baltimore Conference replied that they wished no changes in the direction of sectarian control but merely wanted to keep their charter rights as they were.¹⁰⁴ A brief statement of the events preceding the attempt to change the charter and of the arguments on both sides is given below.

There appeared in all the papers of Baltimore on January 21, 1922, a statement with twenty-eight numbered paragraphs entitled "To the Public of Baltimore and Maryland: a Statement by the Trustees of Goucher College Concerning the Charter Amendment." It was signed by fifteen of the nineteen members of the Board of Trustees. For the sake of brevity it has been called the Public Statement. The following is an abstract:

In 1912-13, because of the precarious financial condition of the College, a campaign was organized to raise \$1,000,000. In Baltimore special stress was laid on the fact that the College was non-sectarian and non-Methodist.

. . . Men and women of Baltimore, without regard to creed or faith, responded to the appeal of the authorities of Goucher College and pledged and paid their money "to save Goucher College for Baltimore."

In 1914 the Trustees petitioned the General Assembly of Maryland for another charter. This was granted, the significant features of which were (1) that the College by the terms of the charter was made undenominational as well as non-sectarian; (2) that the Board of Trustees was made self-perpetuating without the right of any outside body whatsoever to say a word concerning the choice of new Trustees and (3) "the ultimate source of authority in all matters pertaining to the College" was vested in the Board of Trustees.

In this charter of 1914 privileges were given to certain annual conferences of the Methodist Episcopal Church, including the Baltimore Annual Conference, to make nominations of Trustees to be elected by the Board. But the charter specifically gives requirements by which representation shall be continued to the above-named conferences. This privilege was extended to these conferences on the ground solely of pledges of money which they made in the campaign of 1913.

At the first meeting of the Board after the new charter was received the Trustees elected representatives from all these conferences. From two conferences the representatives declined by return mail to serve. In one conference one of the men declined. Three of the representatives remonstrated, saying that they could not attend the meetings and did not care to assume the trust. They allowed their names to stand as Trustees, however, but only one of them ever attended a meeting, and he attended only once. None of the conferences, including the Baltimore, ever took advantage of the privilege to nominate Trustees to the Board for the past seven years until last April, and the Board has gone on, electing its own Trustees without reference to the conferences.

None of these conferences redeemed their financial pledges. The Baltimore Conference has paid some 60% of its pledge, one of the Pennsylvania conferences 40% of its pledge, one conference has paid nothing at all and two about 12%. All of the conferences outside of Maryland showed little interest when the financial claims of the College were from time to time presented to them. . . .

Last April with one accord these six conferences undertook to revive their privilege of nominating men to the Board of Trustees of Goucher College. In May and June the Corresponding Secretary of the Board of Education undertook again to establish an organic and legal relation of Goucher College with the Methodist Episcopal Church.

The nominations made by these conferences last spring were presented

to the Executive Committee of the Trustees in October of last year. The President of the College was in ignorance of these nominations, as they had not been sent to him as they ought to have been under the By-Laws of the Charter. A strong attempt was made at this time to add eleven more Methodist trustees to the eleven Methodist trustees now on the Board, which would have given the Methodists complete control of the College and, in fact, transformed it into a denominational institution. The Trustees, with one dissenting vote, refused to accept these nominations of the conferences.

In October the Corresponding Secretary of the Board of Education in New York again began to force the denominational issue with the College. In December he sent "an official communication" to every member of the Board of Trustees, declaring that Goucher College came under the rules and regulations of the discipline of the Methodist Episcopal Church and hence was an institution organically connected with the Methodist Episcopal Church. . . .

On January 4, 1922, the Board of Trustees answered the communication of the Corresponding Secretary of the Board of Education of the Methodist Episcopal Church and again declared that the College could not assume such a relation to the Board of Education in New York as the discipline of the Methodist Episcopal Church implied. "The Trustees of the College believe that the interests of the College will be best served if the relation between it and the Methodist Episcopal Church is one of traditional sympathy and interest and not one of official control or supervision. They are entirely of the opinion that the cause both of religion and of education will be wisely furthered by leaving any relation between the College and the Methodist Episcopal Church upon an unofficial but friendly basis."

At the same meeting, on January 4th, fifteen of the sixteen active Trustees of the College voted to petition the General Assembly of Maryland so to amend the present Charter as to remove any ambiguity that might exist in the Charter concerning the undenominational and non-sectarian character of the institution and to withdraw from the six conferences above mentioned the privilege of nominating Trustees to the Board.

The issue joined, therefore, is whether Goucher College is to continue to be as it has been from the beginning, undenominational as well as non-sectarian, under the management of a self-perpetuating Board of Trustees with power to administer the affairs of the College as their wisdom shall dictate. . . .

We set this forth as an official statement of the Trustees of the College and use the advertising columns of the daily press as our agency to put these views before the public.

A reply to this statement was printed on February 1, 1922. It was signed by William F. McDowell, Resident Bishop of the Methodist Episcopal Church, and by five District Superintendents of the Baltimore Conference. The following is an abstract:

Throughout the Public Statement there is emphasis laid upon some supposed new and recent sectarian assertion upon the part of ourselves or those representing us. This is wholly misleading. The Statement shows with great particularity that from its founding in 1885 to 1910 the College was regularly pronounced in its prospectus and otherwise as being "not sectarian" in spirit and character. During all those years the Baltimore Conference of the Methodist Episcopal Church had the absolute and unquestioned right to confirm or reject the entire College Board of Trustees. The "sectarian" alarm over continuing our nomination of only eleven trustees is, therefore, without warrant. . . .

The petitioning trustees fail to state fully the provisions of the present Charter. The Public Statement wholly neglects to inform the public that the present charter provides that, in case the Annual Conferences, or any of them, shall at any time fail to furnish its nomination lists of trustees, "THE BOARD OF TRUSTEES OF GOUCHER COLLEGE SHALL FILL THE VACANCY FOR THAT YEAR BY ELECTING A REPRESENTATIVE FROM SAID RESPECTIVE CONFERENCE." At no time subsequent to 1914 did the acting trustees perform this required duty. It is stated that the Board of Trustees shall have "power to determine the conditions and requirements by which representation shall be continued to the above-named Conferences," but it omits the requirement that "THE RELATIVE NUMERICAL REPRESENTATION OF THE INTERESTS OF SAID ORGANIZATION SHALL NOT BE CHANGED." The Statement does not inform the public of a general provision of the Charter (Section 8) that "THIS ACT SHALL BE CONSTRUED LIBERALLY FOR EVERY BENEFICIAL PURPOSE HEREBY INTENDED, AND NO OMISSION TO USE ANY OF THE PRIVILEGES HEREBY GRANTED SHALL CAUSE A FORFEITURE OF THE SAME." It is this mutual agreement—now the law—which the Trustees seek to have forfeited, and petition that the Legislature do assist in such forfeiture. . . .

The letters cited [from the Board of Education, described as "forcing the denominational issue with the College"] sought friendly interview upon the developing situation, and definitely disavowed any purpose or desire to hamper or sectarianize the institution. . . .

At the founding, in 1885, the Baltimore Conference undertook a contribution of \$200,000 to fulfill the conditions for establishing the college.

In 1906 a great financial crisis of the Institution was met by the leadership of the Church at large and the benefactions of its membership in Maryland and elsewhere.

Again, in the desperate crisis of 1912-13, the meeting at which plans were laid to save the College by the leaders of the Church . . . was held in the offices of the general Board of Education in New York City on January 30, 1913. . . .

There was, as told in the Public Statement, great generosity of other friends, not Methodist, for which the gratitude and appreciation of Methodism has never ceased. But much the larger part of the one-million-dollar subscription came from Methodists. Bishop Wilson S. Lewis stayed from his field of work in China and put his great power without stint into the College cause. Of the initial subscriptions asked by Bishop Lewis, \$60,000 came from five donors, all five subscriptions were made by Methodists. The gift of Methodism, of its members and Conferences for the founding, up-building and preservation of Goucher College constitute one of the many noble examples of sacrifice and loyalty to be found in the history of Christian education. . . .

We take it to be an inadvertence in the Public Statement when it says that the eleven trustee places of the Annual Conferences were "extended to those Conferences on the ground SOLELY of (the) pledges of money which they made in the campaign of 1913." We cannot think that the Trustees of Goucher College, now or ever, have sought to allot memberships in the Board solely under financial considerations. But it is said that because of these benefactions six Methodist Conferences were given the right to nominate a minority—eleven—of the entire number of college trustees. For similar reasons and to emphasize the non-sectarian character of the College, all other classes of friends than those of the Methodist Episcopal Conferences were given a two-thirds majority representation in the College Board, in the maximum number of twenty-two. To this generous process the Methodist founders and supporters of the College raised no question, and to this large outside representation the Board of Education of the Church, then having the right of approval or disapproval of the trustees, fully consented. Well and good. Is it not a strange return for the denominational generosity thus indicated that in eight years the representation of twenty-two then accorded, or part of them, should seek to dispossess the minority of eleven of a right founded upon history, precedent and generous benefactions? Is this the due spirit of a non-sectarian Christian college toward the element which is acknowledged to stand in "mother" relation to it? Is it fair play? We cannot feel that it is, nor that the Legislature of Maryland will so feel. . . .

We hold that all philanthropies are imperiled—that endowments builded by the sacrifices of generous-minded men are nowhere safe—if institutions thus nurtured and fostered by denominations may, as they wax strong and independent, cast off the nurturing influences which have given them birth and growth, and may disregard the purposes of their major benefactions. An institution of Christian education which is looking toward a great future must enter upon that future with clean hands.¹⁰⁵

Dr. Eugene N. Curtis, professor of history at Goucher, commenting in 1936 on the arguments on both sides, said: "One important point seems to be omitted. The feeling of the faculty (and, as I understand it, that of the trustees and Dr. Guth) was that in this matter Goucher was simply following the evolution of most important educational institutions. Founded by a religious denomination (as Yale and Harvard by Congregationalists, Columbia by Episcopalians) the original denominational tie had gradually weakened in these other cases as the college became of national importance. Like them, Goucher, we felt, must be free and independent of any possible future check on its development or instruction. Whether we were right in taking that stand I am not sure. Legalistically the Methodist statement is much the stronger; the basis of our position was not the logic of law but the logic of historical evolution."

The bill to amend the charter was introduced in the Maryland Legislature on January 17, 1922, through the courtesy of Senator David G. McIntosh. It provided for twenty-five instead of thirty-three members of the Board of Trustees. It made no reference to representation of the Methodist Conferences or of the alumnae. President Guth said in regard to the alumnae that there was "no intention whatever to raise any bar against them."¹⁰⁶ The Board of Trustees at its next meeting (to be mentioned later) resolved to keep the representation of the alumnae unchanged. On January 24, a meeting was held between representatives of the Trustees and representatives of the Baltimore Conference in the hope of reaching some agreement, but in vain.¹⁰⁷ A hearing at Annapo-

lis before the Senate Committee on Corporations was held on January 31. Those who spoke were against the amendment, since those in favor of it had obtained permission for a separate hearing on February 7. The principal speakers were Bishop William F. McDowell and Mr. Summerfield Baldwin. Mary Stewart, 'o8, (Mrs. H. T. Collenberg) spoke for those alumnae opposed to the amendment. President Emeritus John F. Goucher was too ill to attend and had taken no part in the controversy until urged to express his opinion. He then wrote a letter in opposition to the amendment which was read at the hearing.¹⁰⁸

The hearing of the advocates of the amendment, at which they would have responded to the published Statement of the Baltimore Conference, was postponed twice, each time at their request, and they finally gave up the idea of having a hearing. They indicated their willingness to compromise by giving representation on the Board of Trustees to the Baltimore Conference because it had done so much for the College. Judge Morris A. Soper, a member of the Board, made this suggestion in a letter to the *Baltimore Methodist* which was published on February 2, 1922, and the suggestion was formally adopted by the Board at their next meeting which was on February 11. There were several facts which pointed to the desirability of a compromise. While the Faculty and the Student's Organization adopted resolutions in favor of the amendment by overwhelming majorities, the alumnae were divided. In the second place, editorials were beginning to appear in the Baltimore papers deploring such a controversy in the midst of a campaign for a Greater Goucher.¹⁰⁹ A third significant fact was the receipt of reports from Annapolis saying that the general sentiment was hostile to the bill.

Whatever the reasons for a compromise, it is certain that an attempt to reach one was made at meetings of representatives of both sides on February 6 and 7.¹¹⁰ The trustees were willing to have the Baltimore Conference represented on the Board of

Trustees, such representation to be provided for in the by-laws of the Board instead of the charter.¹¹¹ No agreement was reached. On February 11, the Board of Trustees met and resolved that the McIntosh bill be amended to provide (as was stated before) for the representation of alumnae trustees on the same terms as existed before the bill was introduced. The committee on charter revision was also given power to further amend the bill, either by giving the Baltimore Conference six representatives on the Board of Trustees, or by giving the Baltimore Conference only four and the Central Pennsylvania Conference two and the Wilmington Conference one.¹¹² This last plan would have deprived three Conferences of the right to nominate trustees: the New York, New York East, and Philadelphia Conferences. Meetings were held of representatives of both sides on February 14 and 15,¹¹³ characterized by "heated discussion but no practical results."¹¹⁴ On March 15, 1922, the committee of the Board of Trustees on charter revision wrote to Senator McIntosh, asking him to withdraw the bill. This was done, thus ending what was generally called "the charter fight."

The Trustees accepted the defeat of their plans graciously and promptly wrote to Bishop McDowell, asking him to have the Conferences make nominations to the Board, which he did. Thus the right of the Conferences to nominate a third of the trustees remained unimpaired,¹¹⁵ but the policy of the Board of Trustees (in accordance with which denominationalism in no way affected the lives of the students or faculty) continued to be as liberal as it had been before the charter controversy. In recent years cordial relations between the Baltimore Conference and the College have been restored.

CONCLUSION OF 4-2-1 CAMPAIGN

After the charter controversy was settled the 4-2-1 campaign was pushed with renewed vigor. It is impossible to understand the further history of that campaign without the

statement that its leader had received not only much enthusiastic commendation but also some adverse criticism. This statement needs some amplification.

The great achievements of President Guth on behalf of the College had called forth expressions of admiration on the part of the trustees, faculty, alumnae, and students. The Board of Control was probably first in formally expressing its appreciation. When he secured the Supplemental Endowment Fund in 1917, they said that this achievement merited and commanded the profound admiration, respect, and gratitude of the members of the faculty and of all friends of Goucher College.¹¹⁶

Another formal expression of appreciation came from the Board of Trustees June 11, 1918, near the end of his first five years at Goucher. They said that "principally as the result of his personality, standing, and efforts, the General Education Board appropriated a quarter of a million dollars for our Endowment Fund. This practical endorsement, on the part of a Board whose requirements are rigid and whose judgment of the merits of institutions of learning is generally recognized as dependable, has in our opinion been of such value to Goucher College as would be hard to over-estimate. . . . Under his management the student body has increased, so that it is now more than double what it was when he became President, this increase having been accomplished without any lowering of the high educational standard of the College. . . ." The Trustees also praised his skill in finding the right kind of teachers. They commended his wise foresight in erecting new buildings and making additions to old ones so that the enlarging life of the College was matched constantly by enlarging accommodations. They stated that as an administrator, as an economist, as an educator, and as a builder he had abundantly met all requirements.

The Alumnae Association repeatedly indorsed President

Guth's administration. By a unanimous vote they commended him in May 1919 for seeing that the College could be made to occupy a strategic position on the educational map; for conceiving for the College big ideas and succeeding, under almost insuperable difficulties, in bringing them to fulfillment; and for regarding the College not as a finished product but as something continually in the making—an attitude offering endless possibilities for future progress.¹¹⁷

The students also expressed their loyalty to him. At the spring meeting of the Students' Organization in 1920 they voted to present to President Guth a library fund of one hundred dollars "in appreciation of his work for Goucher College and as an expression of the loyalty and good fellowship which have grown out of his relations with every Goucher girl. As this year of 1919-20 has been a 'Golden Age' that has reflected this spirit and realized many of the ideals and hopes which Dr. Guth has always cherished for Goucher College, there was a demand to express this sentiment objectively, in a way which would commemorate the deep appreciation and admiration which the student-body felt for him. . . ."¹¹⁸

President Guth aroused criticism by his attempt to change the charter in 1922, by his dismissal of several members of the faculty at different times and for various reasons, by his love of power and strict discipline, and by his occasional bluntness in both interviews and correspondence. His friends replied that he was right about the charter amendment, that his dismissal of some of the professors was justifiable, that as head of a college he ought to have had almost autocratic powers because that is the most efficient method of administration, and that his occasional bluntness of speech was due to overwork. The criticisms, whether justifiable or not, retarded the success of the financial campaign, in spite of the fact that its leader admittedly possessed conspicuous merits—mental ability, executive ability, diligence, progressiveness, initiative,

enthusiasm, energy, resourcefulness, pertinacity, and the dauntless courage which never quailed at "the challenge of the hard job."

It would be a mistake to conclude that criticism of the leader of the financial campaign was the only factor which limited its success. The nature of the other factors will be clearer after a further discussion of the campaign.

President Guth had conducted the 4-2-1 campaign with characteristic energy, using all the best devices which had been tried by other colleges, inventing campaign slogans such as "Give or Get for Goucher," making several drawings, including the "Goucher spires" so familiar to alumnae, and preparing a campaign leaflet called "Ideas," which was filled with practical suggestions as to methods of earning money for Goucher.

It has already been stated that the alumnae and non-graduates, with the aid of the faculty and students, were to raise \$600,000 to supplement the conditional gift of \$400,000 and complete the first million. This was to be used for endowment. No public campaign was to be undertaken for the other five millions till this was done. In January 1922, it was realized that some one with abundant executive ability and ample acquaintance with the alumnae must be made Alumnae Campaign Chairman and devote her time to the work. The Registrar, Carrie Mae Probst, '04, was selected by President Guth for this position. She was still registrar, but spent her days at the campaign office in the Alumnae Lodge. Her chief duty was to secure responses of some sort from the largest possible number of Goucher women and also pledges amounting to \$600,000. She reported to the Alumnae Association in June 1922, that \$417,562.98 had been pledged.¹¹⁹

The letters written by those who made the pledges, though often consisting of a single sentence, gave inspiring evidence of enthusiasm for Goucher. A few of the briefest ones are quoted below, but the names of none of those who contributed to the fund will be given either now or later, since no one can

tell whether the small or the large givers made the greater sacrifice.

I am enclosing another check for the Greater Goucher Fund. This check of \$25 is not large but it shows that Goucher has been in my mind all summer and I have been plodding steadily for her.¹²⁰

Enclosed you will find a check for \$78, the amount I cleared by selling Christmas cards.¹²¹

At last I am enclosing a check which will finish my quota for the Campaign Fund. On Christmas day my mother handed me a substantial gift in the form of a check which she thought I would use for some needed furnishings for our home. But I decided to get this Goucher 4-2-1 attended to first.¹²²

I am enclosing a check for \$27.88. . . . I have been collecting this bit by bit through the sale of fancy work. *It is hard work but I am glad to do it for such a cause!*¹²³

Enclosed is my check for \$158, rounding out an even thousand for the Greater Goucher Fund. *Every cent has been earned and it has proved one of the most interesting experiences of my life.*¹²⁴

That last letter was written by the one who was the first to earn \$421, the first to earn double that amount, and who then increased it to a thousand, and who later gave liberally to help pay off the debt to the banks incurred in 1925. She was graduated in the nineties. At first she was opposed to the idea of a Greater Goucher, but soon she became more opposed to the idea of being a slacker. "So the unquenchable Goucher spirit was aroused" and, though she was a busy housekeeper, she skillfully managed to place candies and beads on sale in many places and set the pace in earning money.¹²⁵

A statement of the achievements of the alumnae chapters for only one year, 1922-23, will serve to illustrate this kind of work in the other years of the campaign. The Baltimore Chapter presented the "Piccadilly Circus" in cooperation with alumnae groups from six other colleges. The Journeymen

Playshoppers of the Johns Hopkins University gave short plays at the circus. Goucher's share of the proceeds was about \$1,000. The *Radcliffe News* called this the most original money-making proposition yet and said that perhaps the most novel feature of all was the sale of snails.¹²⁶

"Petticoat Lane" of the Chicago Chapter had the largest financial success. It was originated by Goucher alumnae and carried through in cooperation with alumnae from Wells, Wellesley, and Vassar, with a net profit of \$9,774, of which Goucher's share was \$2,443.54. The Brooklyn Chapter participated in the "Wonderland Bazaar" and earned \$421.07. The Southern California Chapter held a "Donnybrook Fair" and secured over \$200. The Boston Chapter, which had brought in \$209.10 by a concert in 1921-22, arranged in 1922-23 a series of lectures by Hugh Walpole and netted \$602. The New York Chapter was fortunate in cooperating with McCutcheon and Company and securing a five percent discount on sales to Goucher women and their friends. The financial results were not stated, but the far-reaching publicity was believed to be still more important. The "Oriental Bazaar" held in Baltimore gave Goucher women in foreign lands a part in the campaign. They sent their goods to a local committee, who assumed all responsibility and gave their time and energy most willingly. They earned for the Oriental women \$2,115. Rummage sales were the most popular form of activity and brought over \$2,000 in 1922-23. The Marionettes in Baltimore and Boston cleared \$1,104 in that year.¹²⁷

Although, owing to delays in the completion of the first million dollars, there never was a truly public 4-2-1 campaign,¹²⁸ yet a plan was carried out in the spring of 1923 which was a step in that direction. In connection with this plan a preliminary meeting was held in the chapel on March 7, and addresses were made by President Guth, Dr. William H. Longley, Dr. Katherine J. Gallagher, and Dr. Lilian Welsh.¹²⁹ In the evening of April 6 an impressive public meeting was

held in the Lyric. President Guth introduced Dr. J. M. T. Finney, who presided and spoke briefly about the campaign. Addresses were made also by Dr. Gallagher, by Dr. Frank J. Goodnow, who was then the President of the Johns Hopkins University, and by Mrs. Gifford Pinchot. The faculty and students were in academic garb and sang college songs enthusiastically.¹³⁰

On the following day, Saturday, April 17, 1923, the alumnae in various cities were addressed by members of the faculty and seniors, who were honor guests at alumnae luncheons and dinners. No attempt was made to raise funds, but the plans for the campaign were explained. President and Mrs. Guth and Mr. John L. Alcock, the treasurer of the College, opened the campaign in New York City. Dean Stimson and Dr. Bussey spoke in Philadelphia, Dr. Gallagher in Boston, Dr. Welsh in Chicago and later in Des Moines, Dr. Froelicher in Pittsburgh, and Dr. Carroll in York. The alumnae at Harrisburg were addressed by Dr. Thomas and Eliza Tillman, '23, those at Washington by Dr. Longley, Dr. Rogers, and Helen Hosp, '23, and those at Norfolk by Dr. Peters and Eloise Dunbracco, '23.¹³¹

In April 1923, a campaign leaflet was issued showing the expansion of the College during the ten preceding years.¹³² As a result of sending out various forms of campaign literature and holding meetings new pledges began coming in and payments were made on former pledges. In order to get the conditional gift of the General Education Board it was necessary to secure pledges amounting to \$600,000 by June 1923. On the first of May, \$158,000 of these pledges was lacking, and new appeals were made to the alumnae.¹³³ President Guth also requested the students to pledge \$80,000 more. As was their custom, they did more than they were asked to do. Under the energetic leadership of Helen Hosp, president of the Students' Organization, pledges for \$86,334 were obtained from 212 students in an intensive campaign of two days and

presented to President Guth at the seniors' last chapel.¹³⁴ The alumnae pledged enough to cover the rest of the deficit, and the first stage in the campaign—the securing of enough pledges—was completed.¹³⁵

Helen Hosp, '23, who acted as field secretary for the College during the year 1923-24, in pursuance of one of her duties visited the alumnae in various localities and discussed ways and means of aiding the campaign. She also endeavored to make Goucher better known through publicity work in the schools and community and to interest good students to come to Goucher.¹³⁶

The General Education Board was expecting the \$600,000 in cash (as distinguished from pledges) by June 1, 1924. When they found that payment was impossible then, they generously granted an extension of time to March 1, 1925. On that date over \$310,000 had been paid and nearly \$290,000 was lacking. Monday, the first of March, was truly "blue Monday," for on that day the President had to face the assembled students and faculty and announce that the campaign was far short of its goal. Commenting on this announcement, an editorial in the *Goucher College Weekly* said, in part: "Throughout the entire campaign President Guth has shown dogged courage, unbounded faith, and determined optimism. The bitterness of our partial failure is sweetened by the generosity of his spirit in accepting it. For it seems quite obvious that it is *our* failure, not *his*. And still he uttered not one word of reproach. Because of the inspiration afforded by a courageous man, striding forward, head high in the face of disappointment, we shall work with renewed ardor, with fresh vigor, and with a determination that shall not be defeated."¹³⁷

A second extension of time was granted until December 31, 1925. In the fall the Vocational Secretary of the College, Mary T. McCurley, '10, was appointed by President Guth as Campaign Director until December 31, 1925. She made a vigorous drive with the aid of twenty regional directors who

coordinated the campaign activities in their territories. This new plan of organization had been recommended by a committee of the Alumnae Association at its meeting in May 1925. On October 30, 1925, there was an inspiring meeting in the chapel where the president of the Alumnae Council, Anna Heubeck, '92 (Mrs. Walter Knipp) spoke briefly and was followed by Mary McCurley, '10, Angeline Foster, '17 (Mrs. D. E. Williams), Miriam Franc, '15 (Mrs. L. I. Skirball), Christie Dulaney, '07 (Mrs. George A. Solter), and President Guth.¹³⁸

The students, faculty, and alumnae all made sacrifices for the common cause. The students paid more than they themselves or the committee had thought possible—\$21,674.65.¹³⁹ A committee of the Faculty Club, appointed as early as November 16, 1921, with Professor Curtis as chairman, made a full report on November 10, 1925, showing that ninety-one percent of the faculty members above the rank of instructor who had been at Goucher for two years or more (forty-eight in number) had contributed to the fund. Seventy-three percent of these had pledged \$421 or more, and seventy-seven percent of the pledges had already been paid in full. The instructors and assistants not counted above who aided the fund were twenty-four in number, besides the administrative staff. They gave additional amounts in 1926. A statement published in April 1926, showed that eighty-eight out of ninety-six teachers and assistants contributed \$27,505.07.¹⁴⁰

The alumnae gave the largest amount. They were stirred to new endeavors by the leaders among the alumnae and by Dr. Lilian Welsh. She had retired from teaching in 1924 and, with her friend, Dr. Mary Sherwood, had spent a year in Europe. On her return she entered the campaign with zeal and made speeches in fifteen cities of the South and East and also in Chicago.¹⁴¹

As a result of all these efforts, half of the \$290,000 needed—or \$145,000—was paid before the time limit expired; but, for

reasons to be given presently, it was impossible to collect more just then, and there was a deficit of \$145,000 toward the last of December 1925. In this emergency President Guth secured the promise of a loan of that amount from two Baltimore banks. On December 30, by a personal appeal, he had secured from a group of trustees and friends of the College the promise to underwrite \$95,000 of this loan. Before midnight of December 31, by his unaided personal efforts, he secured promises for underwriting the remaining \$50,000. On January 12, 1926, the officers of the Alumnae Association signed a legal agreement assuming responsibility for the \$145,000.¹⁴² Before this was done Angeline Foster Williams, '17, the president of the Alumnae Association, had addressed the Board of Directors in favor of assuming the debt and had pointed out that the men who agreed to underwrite it did so in the firm belief that Goucher women would fulfill their pledges in due time. After debating the question solemnly and deliberately, the directors resolved to assume the debt.¹⁴³ In this way the "Alumnae Million," as it was called, had been secured, and the second stage in the 4-2-1 campaign was completed.

It is impossible to understand the 4-2-1 campaign without an enumeration of some of the chief causes for the slowness with which the Alumnae Million was pledged and collected. First, the administration had lost the support of some alumnae for reasons already mentioned in connection with the charter controversy of 1922. In the second place, Goucher College had no outstanding women of wealth such as many other colleges had. Nor were there any very large gifts from people outside the College except from the General Education Board. A third cause was that \$421 was too large a sum for the average alumna and especially the average student to pay. Goucher women have displayed energy, enthusiasm, and sacrifice in meeting every emergency in the history of the College. They oversubscribed their quota in the first million dollar campaign of 1913; they did the same thing repeatedly during the World

War; and large groups did so repeatedly during the 4-2-1 campaign. Nevertheless some of the most loyal knew that circumstances were such that they could neither give nor get \$421, and they preferred not to sign a pledge. A fourth cause, mentioned by some prominent workers in the campaign, was that, in the minds of some alumnae, the motive to give was not sufficiently stirred by the idea of adding to the endowment. There was no connection between endowment for salaries and the 421 acres at Towson. Moreover, there were many who did not realize that the additional endowment of a million dollars to meet the higher prices brought about by war-time inflation was more vital than moving to Towson, even though the latter had become urgently desirable. Goucher would have lost many of its best teachers and replaced them by inferior ones, and, moreover, would have faced serious financial difficulties if it had not been for the Alumnae Million. But "endowment for teachers' salaries" was not so strong an incentive to many alumnae as the idea of moving to the new campus.

A fifth cause of weakness in the campaign was the fact that the pledge was not binding like a promissory note. "I pledge myself to do all in my power" was a statement interpreted subjectively and not measured by any definite objective standard. Moreover, the need of securing \$600,000 in pledges by June 1, 1923, led some workers for the fund to encourage the signing of pledges by those, including freshmen, whose earning power was dubious or distant. One freshman gaily signed two pledges. While such manifestations of evanescent enthusiasm were not numerous, they increased the deficit. Others signed reluctantly, but were urged to do so because they were told that they ought to sign to show their faith in their college and that they were not bound to pay the whole amount but only to do all in their power to pay it. Such pledges smoothed the road in 1923 but made rough traveling for the ensuing years. A sixth and final cause was the pressure brought to bear for premature fulfillment of pledges. It ought to be easy to

understand the cause of this pressure, with the time limit for the payment of the \$600,000 not far away. On the other hand, it is easy to understand the situation of a woman confronted with a request for money she has not yet had time to earn or save. Since most of the unpaid pledges had been made by recent graduates or undergraduates, it is not surprising that there was a deficit of \$145,000.¹⁴⁴ There was nothing to do but fail to secure a large part of the Alumnae Million or borrow enough to make up the deficit. As just stated, the money was borrowed, and the loans were guaranteed by men who had well-justified confidence that Goucher women would make payment in the course of time.

Never were the wisdom, courage, and devotion of the officers of the Alumnae Association and the Alumnae Council displayed more abundantly than during the third and final stage of the 4-2-1 campaign, when they gradually paid off the principal and six percent interest on the debt. The size of the debt was naturally appalling to them, but they avoided a tone of martyrdom and spoke with cheerful confidence and acted in a way that deserves admiration. Misfortunes often have their beneficent aspects. Professor Lilian Welsh and Professor Annette B. Hopkins, '01, who acted as cheer leaders for the alumnae, both pointed out two great benefits which had come from the hard struggle. One of these was capacity for cooperation. Dr. Welsh said that the efforts of the Goucher women in the campaign filled her with admiration and pride, and that something which might eventually be worth far more to the College than the million dollars was "the spirit of mutual helpfulness developed, the unity attained in working for a cause which puts the College and what it stands for—the education of women—before every other consideration in its demand for loyalty to an idea. . . ."¹⁴⁵ Dr. Hopkins said, in part: "We have existed externally as an organization since the beginning, but there has been no force, no appeal in our history that has equaled this campaign in developing in us

oneness of spirit. This working together for a common, vital cause has familiarized us with each other. It has revealed in some of us capacities of which our friends, perhaps even we ourselves, were unaware—capacities not so much of a physical or intellectual nature, but spiritual capacities. . . . What possibilities for the future may there not lie in this self-knowledge which has come to us as an organization? May it not be our reservoir of strength?"¹⁴⁶

The second benefit stressed by these leaders—a consequence of cooperation—was the development of the Alumnae Association from adolescence to maturity.

A specific evidence of the cooperative spirit of the alumnae was the adoption of the method of paying pledges known as the Washington plan. It is true that before December 31, 1925, \$15,000 had been underwritten by various classes and nearly \$11,000 by five chapters: Chicago, New York, Philadelphia, Pittsburgh, and Washington. These sums were not included in the \$145,000 borrowed.¹⁴⁷ The Washington plan was more than a simple underwriting. Under the able leadership of Alice Deal, '99, principal of the Columbia Junior High School in Washington, a new pledge like a promissory note was prepared to run for five years. The Washington committee visited or telephoned every Goucher woman in or near Washington who had made a pledge and asked her to make cash payment or sign the new notes for as large a sum as possible. The result was that in six weeks the total debt of the Washington group was reduced from \$7,000 to \$2,613, this last sum being owed chiefly by recent graduates and alumnae who had met reverses, and who were given an opportunity to pay in semi-annual installments. The Washington Chapter then borrowed the \$2,613 from a bank on collateral put up by their own members, so that their total debt was paid by December 31, 1925. It is an evidence of "mutual helpfulness" that most of these loans made by alumnae to alumnae were without interest.¹⁴⁸

When Miss Deal described these methods to the Alumnae Council on May 27, 1926, the Council enthusiastically voted to recommend to the Alumnae Association the adoption of the Washington plan. On May 29, it was adopted at the meeting of the Association on the campus. Moreover, they passed by a rising vote a motion to bring Miss Deal to Baltimore in the summer of 1926 to inaugurate the new plan. That was a memorable day. A contemporary account says:

A moving spectacle was Dr. Welsh, the mainspring of this part of the meeting. If every Goucher alumna could cultivate even in small measure the intelligent devotion to her college that is apparent in whatever Dr. Welsh does or says for Goucher, the labors of the faithful would be greatly diminished and their spirit greatly heartened. It was this act of the small group of alumnae there present that brought forth Dr. Welsh's stirring remark: "I am seeing my ideals realized. The Goucher alumnae have grown up; they can stand on their own feet." No wonder Dr. Welsh was profoundly stirred by this act of ours when she saw in it the birth of a broader, finer, more intelligent spirit than had ever before actuated our Alumnae Association.¹⁴⁹

It should be added that, although the Washington plan had decided merits, it was less successful in most chapters than it was in Washington because conditions were quite different.

An illustration of the attainment of adult life by the Alumnae Association was seen in the appointment of an alumnae director whose expenses were paid by the Alumnae Association itself for the remainder of the campaign. Those officers who had previously acted in a similar capacity for brief terms were the Registrar and the Vocational Secretary, both of whom were appointed by the College and not by the Association. The change came about in an evolutionary fashion. The Board of Directors of the Alumnae Association on October 20, 1926, voted to have an alumnae representative come in to direct contact with important alumnae groups. The president of the Association, Angeline Foster Williams, '17, acted as representative. To get money to pay her expenses the *Goucher Alumnae Quarterly* was not published between December 1926,

and September 1927, and the meeting of the Alumnae Council in November 1926, was omitted.

The result of this experiment was so successful¹⁵⁰ that the Board of Directors of the Alumnae Association and the Alumnae Council voted that money ought to be raised to enable Mrs. Williams to act as alumnae director for the year 1927-28. Dr. Lilian Welsh, who previously, with prophetic vision, had urged the adoption of a plan like this and had accurately forecast the beneficial results,¹⁵¹ spoke in favor of it at the annual meeting of the Alumnae Association on May 30, 1927. It was moved to raise \$1,500, the amount necessary for the salary and expenses of the Director, by personal subscription, and the enthusiasm was so great that the amount was raised before noon.¹⁵²

Mrs. Williams served as alumnae director for a year and was then succeeded in 1928 by Florence Edwards, '97, (Mrs. Charles W. Sumwalt) who is still in office as alumnae secretary.¹⁵³ Under her gracious and capable leadership with the assistance first of Marian Day, '24, (Mrs. Ralph L. DeGross) and latterly of Helen Fawcett, '29, (Mrs. George Walter Knipp) as office secretary, the work of the Alumnae Association has been unified and strengthened.

In a trip through the southern cities, visiting and meeting with alumnae groups, Mrs. Williams started her work. She requested the groups to organize as chapters of the Alumnae Association, to assume the chapter debt on unpaid 4-2-1 pledges, and to assume the six percent interest on the debt until it was paid.

One of the two banks which had lent \$145,000 to the Alumnae Association created an emergency in the fall of 1927 by insisting that half of its loan must be paid by February 1, 1928. The interest had been paid and the principal reduced by \$25,000 (in round numbers), leaving \$120,000 as the total amount still due to the two banks. Since the contract called for equal payments to this bank and the other bank, it became

necessary to raise \$60,000. Various methods were used, among which was a strong appeal sent out on January 18, 1928, by the President, Mabel Patten, '12, (Mrs. Henry C. Stockbridge, III), and all the former presidents of the Alumnae Association.¹⁵⁴ The responses were highly creditable to "the spirit of Goucher." The following letters, which exemplify self-sacrificing loyalty, have been selected almost at random from those of similar nature in one issue of *Give or Get for Goucher*, February 25, 1928:

The enclosed check for \$10 is sent in response to the appeal sent out January 18th and just received. This is *not* a payment on a pledge, for I have made none. I am not financially able to send even this small amount. I do so in the hope that even small amounts may help out the committee, who are probably not at all responsible for the present predicament, and have my sincere sympathy.

My pledge of 4-2-1 is paid but I still wish to "Give or Get for Goucher" and I am enclosing a check for \$60, trusting this small amount will with many others raise the \$60,000 by February 1st.

Enclosed please find check for \$15 to be used for reducing the bank loans on February 1. I have not been at work for nearly three years, have small means, and have not been well; so my gifts to Goucher are necessarily very much limited.

Enclosed find check for \$151.25, making my total an even thousand. I hope and hope the debt may be paid and the alumnae officers relieved of the terrific strain. Best of luck.

Enclosed is a check for \$25 which I wish were much more. Illness and a hospital operation since returning from the foreign field prevent. May God bless you in your heroic fight.

I did not pledge any amount originally because our family financial burden during these last few years did not permit it. The money I am enclosing I have borrowed, but it gives me deep satisfaction to do this for Goucher.

Occasionally a letter was written by those alumnae who, because they disliked some policies of the administration,

refused to aid any of its policies. There is no doubt that many of these alumnae were highly sincere and conscientious in their refusal to cooperate. Whether they reasoned correctly or not was a disputed question.¹⁵⁵

In the same number of *Give or Get for Goucher* in which the letters quoted above appear there was very appropriately reprinted a song written a few years earlier by Hope Nelson, '22 (Mrs. Lewis Richard Andrews) and frequently sung at 4-2-1 rallies:

The spirit of Goucher,
How much those words imply.
In work and play we will strive alway
To lift the standard high.
Today's step goes forward
To mark tomorrow's stride,
So throughout the year may the way be clear
And may we take it side by side.

President Guth and five groups of people took the way side by side to the victorious completion of the \$60,000 payment on February 1, 1928: friends of the college, the trustees, and the majority of the alumnae, students, and faculty. "President Guth obtained gifts from donors whom no alumna or group could have successfully approached."¹⁵⁶ The presidents of both of the banks which had lent the \$145,000 gave generously. A gift of \$4,000 was made anonymously. One of the trustees gave \$10,000, and several others contributed liberally. Five alumnae gave \$1,000 each, and many others smaller sums.¹⁵⁷ The faculty gave two plays in one evening, and each of the four undergraduate classes gave an entertainment and supplemented the proceeds by individual gifts. They were under the able leadership of Elizabeth Schamberg, '28, president of Students' Organization, and, as usual, exceeded their quota and raised over \$10,000. The banks were paid \$60,000 by February 1, 1928.

There was no time for rejoicing. On the same day that the

\$60,000 was paid, the banks requested the payment of the remainder, a slightly larger sum, by June 1. "The test of the heart is trouble." How the officers of the Alumnae Association stood that test is indicated by the following paragraph from a letter to the alumnae published in *Give or Get for Goucher* by Mabel Patten Stockbridge, '12, president of the Alumnae Association, and Angeline Foster Williams, alumnae director:

We are now on the last lap of the Alumnae Million. The banks demand payment of the reminder of the note, \$63,300 by June 1st! This came as a blow to us on the same day we paid the \$60,000. It will no doubt seem the same to you who have pushed to the limit during the past month. After a few days of reflection on the problem, try to do as we have—accept the situation philosophically, realizing that it will hasten the day when the alumnae can focus their attention on the benefits derived from the raising of the money. Think of the joy we will share when the debt is paid! We must not fail when the race is nearly run. . . . Will not each of you during the next few months give of your strength and money 'until it hurts'?¹⁵⁸

The four months between February 1 and June 1 were obviously insufficient to raise the money, and the banks had to grant an extension of time. But the conclusion of the campaign was fortunately linked with honors paid to two of the makers of Goucher College, Dr. Hans Froelicher and Dr. Lilian Welsh. It is one of the pleasant episodes of Goucher history, and is best told in the language of those who helped to make that history.

The Alumnae Director, Mrs. Williams, in her annual report which was made on June 2, 1928, said:

Two weeks ago we realized that the fortieth anniversary of Dr. Froelicher's coming to Goucher was approaching. Naturally we wanted to honor him in some special way. A professorship suggested itself as a suitable tribute, but since we were already involved in the raising of our alumnae million, it would be impossible to undertake the raising of another sum of money at this time. We conferred with President Guth and it was decided that it would be possible to set aside the last \$40,000 of the million which we are now raising to form the Hans Froelicher Professorship Fund, and that

\$40,000 of the money already paid into the alumnae million should be added to make it an \$80,000 professorship. There is no member of the faculty more beloved than Dr. Froelicher and it is a real privilege that we have to do him honor. He has endeared himself because of his genuine and lovable nature to every student with whom he has come in contact. In contributing to this professorship we have a two-fold privilege, first that of honoring Dr. Froelicher, and second, completing our alumnae million. . . .¹⁵⁹

The evening of St. Valentine's day in 1929 was a memorable occasion which has been described by Florence Edwards Sumwalt, '97, alumnae secretary and treasurer of the Alumnae Association. The following is a part of her account:

"Hearts were trumps" at the opening dinner of the twenty-third session of the Alumnae Council of Goucher College on the evening of St. Valentine's Day, 1929. They were in evidence everywhere except on our sleeves and in our throats—always in the right place, however. What Goucher heart has ever been but in the right place as regards our old friends, our tried friends—the two Dr. Froelichers!

With them as the honored guests, the regular personnel of the Council and representatives of sixteen chapters were seated in the dining room of the Alumnae Lodge. Eleanor Harris, '06, (Mrs. R. C. Golyer), President of the Council, was here from Hubbard Woods, Illinois, to preside with her own rare charm. Anna Heubeck Knipp, '92, spoke of Dr. Froelicher as a friend; Mabel Patten Stockbridge, '12, of Dr. Froelicher as a citizen; Helena Hogue Tittman, '08, as a professor; Helen Hosp, '23, as an art critic; and Mrs. De Golyer told of Dr. Froelicher as an honorary member.

The climax of the dinner came with the presentation to Dr. Froelicher by Frances Strader, '13, (Mrs. John K. Culver), president of the Alumnae Association, on a huge silver tray, of the packet of Valentine letters and autographed envelopes which had been bombarding the Alumnae Office for days, bringing visual evidences of the love Goucher girls and Goucher faculty all bear this royal pair who have given so generously of their royal best to the College and her alumnae.

Over our coffee cups around the big open fire in the Lodge, Dr. Froelicher gave us the real Valentine touch by recounting the story of his first meeting with Frances Mitchell, afterward our Mrs. Froelicher, and followed that with a most interesting resumé of Goucher's history. All too briefly and all too modestly Mrs. Froelicher told us something of her earliest contacts with the College.¹⁶⁰

The next morning the session of the Council was exciting. The following is an abbreviation of the account given by Mrs. De Golyer:

When we came to face the second part of our program, the cancellation of the bank loan and the completion of our fund, we knew that it was a call to immediate action. Angeline Foster Williams, Alumnae Director, reported that the amount due at the banks had been reduced to \$14,000. The alumnae responded well, the chapters too. An offer had come through Dean Stimson of an anonymous gift of \$4,000 to be made if the rest could be cleared up, but it must be raised in cash and not underwritten. . . . Every councilor present knew how her chapter had struggled and had seemingly done its utmost, but calls were made over the long distance telephone, and telegrams sent to individuals who might help, while Mrs. Williams left to keep an appointment with a possible donor. She returned with a gift of \$5,000 . . . this gift also contingent upon our raising the remainder in cash.

President Guth, hearing that we were so near the completion of the Hans Froelicher Professorship Fund, sent a letter from his sick room, in which he stated that from funds at hand and outside the Greater Goucher Fund, the college would allocate a sum sufficient to complete the Lilian Welsh Professorship Fund and that he believed the trustees would bring it up to \$80,000, so that the two funds might not only be completed simultaneously but be equal in amount. It was interesting to note from the figures given that of the entire amount raised for these two professorships, approximately \$40,000 for each had been raised by alumnae with the definite idea of honoring these professors. Of the Lilian Welsh Professorship, alumnae had raised \$42,483.60 as a part of a previous millon, when they were asked to stop and concentrate every effort on the 4-2-1 campaign for a Greater Goucher. Now the college was allocating an amount sufficient to complete that professorship. As the Greater Goucher Fund had neared completion, the College had agreed to allocate \$40,000 from funds already raised, for a Hans Froelicher Professorship Fund, if the alumnae would go on and raise the final \$40,000. Before the adjournment of Council the announcement was made that only a little^oover \$500 of that final \$40,000 remained to be raised, and we had the assurance that this would soon be gathered in by those at headquarters who have always borne the brunt of things and carried the heavy end of the load. . . .¹⁶¹

The banks were paid in full on March 1, 1929, and so the 4-2-1 campaign, as a campaign, was ended. There remained debts about \$15,500 representing mainly the obligations of

individual alumnae to their classes or to other alumnae, but these were reduced to \$6,722 the following year.¹⁶² Mrs. Williams, feeling that her chief task was completed, ceased to be alumnae director and became chairman of the 4-2-1 Campaign Committee in charge of further liquidation of debts. Since her final report was made in 1934, the story of the formal ending of collections on the 4-2-1 fund belongs chronologically to another administration; but logically it belongs here.

Mrs. Williams, on June 2, 1934, reported that she had turned over to the College on that day \$1,000 which was lent by an alumna, Martha Clarke, '96, (Mrs. W. S. Fulton), to help repay the banks. It was to be used (when enough money came in on pledges to liquidate the loan) to establish a Library Fund in memory of her little daughter, Martha Clarke Fulton, the bookplate to bear her name. The transfer of this money to the College marked the completion of the 4-2-1 fund.¹⁶³

The 4-2-1 campaign was at once the most painful and most profitable experience the Alumnae Association ever had. It was painfully disappointing because it was drawn out, for causes already enumerated, over a period of eight years. Three of these years, from 1926 to 1929, were especially burdensome. During a large part of that time President Guth was critically ill, and he never appealed to the general public for money to move the College to the new campus. So the failure to get at least part of the money necessary to go to Towson was a second disappointment. But the moral and material triumphs of the campaign outweighed its disappointments. In fact, with the single exception of the noble record made by Goucher alumnae in France during and after the war, there is nothing of which the Alumnae Association has more right to be proud than the cheerful toil and stinting and sacrifice of so many Goucher women for love of their college, and also the loyalty, resourcefulness, pertinacity, and tactful discretion with which the leaders overcame almost insuperable difficulties for which they were not in the least responsible. Four of the

benefits of the struggle will be enumerated, not counting moral victories such as have just been considered.

Since the magnificent new campus would never have been thought of except as an indispensable factor in a Greater Goucher Campaign (which was used synonymously with a 4-2-1 campaign), the first benefit to be mentioned is the acquisition of that campus, the "promised land" which shall be the home of the College some day. This acquisition and the plan and inauguration and continuance of the campaign were due to the rare foresight, enthusiasm, energy, and executive skill of President Guth. The next benefit is the endowment of a million dollars, without which the College must have lowered the standards of its teaching staff so as to compare unfavorably with its sister colleges. The million dollars not only saved the standards of teaching in the College before the great industrial depression in 1929, but helped to save it financially after that depression came. It added nearly 74 percent to the endowment. It would be hard to exaggerate the advantages of having that million dollars. The third benefit is the attainment by the Alumnae Association of the cooperative spirit, leading to maturity of thought and action and to the capacity, as an Association, to stand alone—self-reliant, vigorous, and alert. The staggering burden of debt it attempted to carry made it stronger. The fourth benefit, which follows naturally from the third, is progressiveness. The Alumnae Association has adopted better methods of carrying on its work. For example, money is now raised in a more pleasant way—by means of the Alumnae Fund, which will be considered in President Robertson's administration. Angeline Foster Williams has made the well-justified statement that the Alumnae Association has grown into just what Dr. Welsh said in 1925 it should be—the strong right arm of the College.¹⁶⁴

DEATH OF DR. HOPKINS AND OF DR. GOUCHER

The first president of the College, Dr. William H. Hopkins, died in Chicago on December 17, 1919, at the home of his

daughter, Elsie Hopkins, '96, (Mrs. J. C. Billingslea). He lacked only three days of reaching the age of seventy-eight. He had become professor emeritus of Latin and had also been honored with the degree of Doctor of Laws at the commencement of 1915. His services to the College have been described in Chapter II. The enlarged photograph of Dr. Hopkins in the president's reception room was given to the College by the Chicago Chapter of the Alumnae Association.

President Emeritus John F. Goucher died of anemia at his home, Alto Dale, on July 19, 1922. He was seventy-seven years old. The funeral services at Alto Dale were conducted by Bishop William F. McDowell. There was sorrow in many lands, for his benefactions were as wide as the world, and he was also greatly loved on account of his personal qualities. His achievements have already been described in Chapter III. A memorial service was held in the College Chapel on February 18, 1923. There were four tributes: from the alumnae by Lulie P. Hooper, '96, from the faculty by Dr. Lilian Welsh, from the students by Helen M. Hosp, '23, and from the Trustees by Mr. Henry S. Dulaney.¹⁶⁵

ILLNESS AND DEATH OF PRESIDENT GUTH

Even before he became seriously ill, President Guth suffered from overwork and overstrain. In the early part of his administration he said to one of the professors that he could do more work than most men because he could work for half of the night and yet feel no bad effects the next day.¹⁶⁶ But various administrative officers who were in daily contact with him noticed the effects of excessive exertion. He said to the same professor in 1928, "Overwork has been the greatest mistake of my life." It is true that he had occasional leisure which he used in pleasant changes of occupation, but change, though desirable, was no substitute for sleep, and recreation was not that re-creation of power which would have prepared him to face new responsibilities. It was President Guth's attitude

towards responsibilities which has caused some of those who knew him intimately to prefer the word "overstrain" to "over-work" in his case.

He was a man who did not avoid responsibility but who actually went out to meet and welcome it. This is illustrated by an incident which occurred in the first year of his administration and which seems trifling but is extremely significant in this connection. During that first year he had made a study of every piece of property the College possessed and had assumed a personal responsibility of its care. He discovered that in every residence hall the east rooms were not provided with a fire escape. He reported the fact to the Executive Committee in April 1914, and asked and received permission to remedy this defect. This care was admirable, but he carried his zeal further, and refused to trust power to others and then hold them accountable for results only. His was the choice of both ends and means. He purposely bore the brunt of every problem, great or small, physical or psychic, which thrust itself on the College, whether it was maintaining the neat appearance of Lovegrove Alley or the raising of a million dollars. He sacrificed many a vacation to work for Goucher, and interrupted other vacations to return to the College when needed. When it became evident during one of his summer vacations that a new residence hall must be obtained, he returned and purchased Ford House and arranged for its reconstruction before he went back. He went daily to Vanaheim and Midgard when those buildings were undergoing renovation. One of his friends said, "He often was very weary but he never seemed to think there was a limit to what he could endure." He evaded no responsibility but that of keeping himself in prime condition to meet responsibility.

The resulting overstrain made a change in him which was noticed at first by only a few but eventually by many. The conflicts of opinion between those who knew him only in the early years of his administration and those who met him later can be explained by the fact that the opinions, while expressed

about the same person, were not expressed about the same personality. His disposition had been altered by overstrain in the service of Goucher College. A knowledge of this fact forms a basis for a lenient judgment of the latter half of his administration and especially the years of his illness, when he continued in authority after he was no longer able to use his power to the best advantage. A broadminded and charitable Goucher professor says that a president naturally has the defects of his qualities. It has been stated that among President Guth's conspicuous good qualities were mental ability, executive ability, diligence, progressiveness, initiative, enthusiasm, energy, resourcefulness, pertinacity, and courage. It is natural for such a man to love power, to overwork himself, and to be impatient with those who disagree with him. If he succeeds and is praised lavishly on all sides as an exceptional administrator and is shielded from frank criticism, it is natural for him, when he becomes ill, to doubt whether another would be as successful. It is natural for him to hope for a speedy recovery and meanwhile to continue in authority.

Through the greater part of the years 1926-27, 1927-28, and 1928-29, President Guth was seriously ill. Though he always had the interests of the College uppermost in his mind, and gave his time and attention, without stint, to its supervision, even when the sickest, academic progress and routine business were both delayed. When renewed illness in the fall and winter of 1928 confined him to his own room, President Guth sent a letter to the faculty on January 9, 1929, saying that he had appointed a Committee of Reference. But this committee, though faithful and conscientious, settled only minor problems and could not possibly clear away the accumulated difficulties of the situation.

President Guth displayed commendable courage in enduring great pain and in fighting a three-year war against disease with undaunted spirit. One of his physicians, Dr. Harry R. Slack, Jr., says, in a letter to the authors: "His patience and fortitude

were an inspiration to all who came in contact with him. Never once did any of us hear anything like a complaint. He was always most cooperative and willing to help his physicians in every possible way. During the last weeks of his illness, I am sure, he must have realized that it was a hopeless battle he was fighting, but he always maintained a spirit of hopeful confidence and a beautiful Christian faith." Dr. Paul W. Clough, another of his physicians, says: "Dr. Guth showed throughout his illness great courage and fortitude in enduring pain and suffering, and even more in maintaining his spirit and determination to recover throughout the long and discouraging struggle."

President Guth died on Friday, April 19, 1929, at the age of fifty-seven. The funeral exercises were conducted in the central pavilion of Goucher Hall on April 22. The services were impressive. They were conducted by Dr. John T. Ensor of First Methodist Episcopal Church, Dr. Hugh Birkhead of Emmanuel Protestant Episcopal Church, and Dr. Harris E. Kirk of Franklin Street Presbyterian Church and professor of Biblical literature, Goucher College. The casket was brought in and, after the services, carried out through a guard of honor of seniors in academic gowns. It was taken to the Druid Ridge Cemetery.¹⁶⁷

The President of the Board of Trustees, Mr. Elmore B. Jeffery, though very ill, had felt that it was his duty to attend the funeral of President Guth. His own death occurred three days later, on April 25, 1929.

ELECTION OF DR. FROELICHER AS ACTING PRESIDENT

This double loss to the College caused a meeting of the Board of Trustees to be held on May 2, 1929. The tributes to the memory of these officers of the College, which the Executive Committee had previously directed to be prepared by Mr. Alcock were adopted at the meeting. A three-fold division of presidential duties was agreed upon until a new president

should be appointed. Some of the financial duties of the president were transferred to the vice president of the Board of Trustees, Mr. Edward L. Robinson. Mrs. Guth was appointed business executive, with the following duties: "The supervision and control of the buildings and equipment of the College, including the ordering of repairs thereto, the purchasing of new equipment and supplies of every character, and the approval of all bills, vouchers, and requisitions." The academic duties of the president were to be discharged by an acting president, and Professor Hans Froelicher was chosen for this position. It was voted by the Board that the vice president of the Board should be chairman of a committee of five to take steps to fill the office of president of the College. Mr. Robinson later appointed Bishop Francis J. McConnell, Mrs. Mary Conner Hayes, '00, Mr. John L. Alcock, and Judge George A. Solter. This committee requested the assistance of a committee of the faculty and of the alumnae. The faculty committee of three whom they appointed was composed of Professors Hans Froelicher, Wilfred A. Beardsley, and Gertrude C. Bussey. The three alumnae were Frances Strader Culver, '13, Jessie Wilson Sayre, '08, and Cloyd Burnley Stiffler, '97.¹⁶⁸ The Board expressed its appreciation of the admirable way in which Mr. Alcock had conducted matters during the trying period just passed.

It also adopted a suggestion of Mr. Alcock that the College have a portrait of President Guth painted to be hung in the College as a memorial of him, to be completed in time for a memorial service in the fall.

MEMORIAL SERVICE FOR PRESIDENT GUTH

This service was held on Sunday afternoon, November 3, 1929, in the college auditorium. There was a tribute from the student body by Helen Lankford, '29, from the alumnae by Mary Conner Hayes, '00, from the faculty by Dr. Katherine J. Gallagher, and from the Trustees by Mr. John L. Alcock.

The memorial address was given by Bishop Francis J. McConnell, who said, in part:

Goucher College is under debt to Dr. Guth in many directions. First of all to his marked genius for administration, especially in financial lines. At the time our friend began his work here the General Education Board, of New York, was beginning its career for the strengthening of higher education. In the Methodist denomination Dr. Guth was one of the three men selected by the late Dr. Wallace Buttrick for especial observation and encouragement. Later Dr. Buttrick, one of the secretaries of the Board, spoke with astonished wonder at the success of Goucher College in paying its way year by year, without great endowment, and without sacrifice of scholastic standards. Though I speak without special information, I am confident that the record of Goucher in that respect is almost, if not quite unique in the annals of American colleges of its rank.

I do not believe I have ever known a more complete mastery of details than that shown by our friend. I have never been able to understand where he found time to become so thoroughly informed as to the least matters which confronted him in his administration day after day. To carry through to success an institution like Goucher College in such fashion as to have a surplus year after year, above operating expenses, relying almost wholly upon the income from fees, required, of course, the most careful scrutiny of every cent of expenditure. It is no secret that upon what proved to be his deathbed he insisted upon seeing the checks which were issued to meet various claims. The utmost that any rational being could have expected of Dr. Guth would have been that he should sign the checks. It was hardly reasonable to expect him to do even that, for the pain which he was constantly suffering would have warranted the trustees in insisting that he turn this work over to someone else. Dr. Guth not only signed the checks, but he noted the amounts for which they were drawn. He came to know, it would seem, virtually every stone in Goucher's buildings. The explanation was not only that he was gifted with the power of microscopic attention to details, and with a remorseless memory, but that he felt a devotion to the institution which drove all the interests of that institution into the very depths of his soul. . . .

Secondly, Dr. Guth gave the demands of scholarship the right of way in his handling of educational problems. He was never misled by quantitative measures. It may be that his success as a financial manager obscured the fact that he was an educator of thorough scholarship. The field of his own scholarly proficiency was Semitic languages and institutions. During his residence at Cambridge he was sought out for contributions to highly tech-

nical discussion in seminars of experts in this field. Just a little while ago I saw a reference in the *Encyclopedia Britannica*, by a distinguished scholar, to the expert work of Dr. Guth in the realm of Semitics. At one time his investigations led him to altogether original research in the Babylonian contracts, making it necessary for him to read cuneiform tablets by the hundred—this, too, was a third of a century ago when such studies were not as common as now. Out of all this came an appreciation of scholarly and scientific method altogether too rare among college executives. W. W. Guth knew scholars when he saw them—and he knew where to look for them. He knew also when scholars were more than scholars. . . .

Again, Dr. Guth kept on high the Christian ideals in his presidency. I certainly do not mean by this that he approved everything in traditional religious training. In his own studies of Biblical questions he was outspokenly in the liberal camp. Moreover, he had reacted quite strongly against some features of Methodist emphasis in religious life and duty—Methodist self-assertiveness of the louder type being especially offensive to him. Nevertheless, he remained in the church of his youth to the day of his death. His resignation from the ministry was due to his conviction that he ought to be wholly and strictly an educator at Goucher.

I was not thinking, however, of church relationships, but of emphasis upon the essentials of Christianity. In his loyalty to these he never wavered. He, of course, had to meet the criticism of pastors and parents who expect their young people to go through a college course with their religious beliefs unchanged—which is to expect the impossible. It is out of all reason to tell growing youths to hold fast to immature or traditional religious views while attaining more adequate views in everything else. Still Dr. Guth always aimed at the strengthening of the essential beliefs. As a means of such strengthening he insisted upon the frank facing of the most disquieting problems.

Above all we are indebted to Dr. Guth, the man. He was fundamentally honest. The first attribute in a genuine educational leader is the power to command respect. William Westley Guth always commanded respect. Like any true leader he had to be at times insistent upon his own view. He was at times aristocratic, and at times autocratic, but always with democratic aims. He would not allow anybody to impose upon him—and he never sought to impose upon anyone. He may have kept power too much in his own hands. The tasks, however, which he found laid upon him called for power in a single pair of hands. On the basis of this fundamental directness and honesty Dr. Guth came into contact with scores of students and teachers who will remember his genuineness and sincerity in friendship as among their priceless spiritual possessions.

We speak with a feeling akin to reverence, or awe, of the heroism of his closing days. Stricken with a malady which was at once baffling to the best scientists and indescribably painful to himself, he wrought on with a determination and cheerfulness which were but little short of a physical and moral miracle. Outside of his devotion to the one who in all things stood closest to him, even in those days of dreadful pain and trial his whole thought was for Goucher College, which he served till his last breath.¹⁶⁹

After the address, President Guth's little daughter, Helen Louise, unveiled his portrait, and Mr. Edward L. Robinson, who presided, spoke as follows:

It is perhaps pertinent to state that the portrait of our late President, William Westley Guth, which has just been unveiled by the affectionate touch of this dear little child, was painted by a sympathetic, understanding and loving hand.

A distinguished artist of Russian birth, Ivan G. Olinsky, of New York, with whom Dr. Guth was well acquainted, has done this work, which is thought by capable critics to represent an intelligent and highly artistic interpretation of his subject by the artist.

In the name of the Trustees, the portrait is accepted by Goucher College and becomes a tender, inspiring historical possession; a golden link with the past, a vital influence forever to be cherished.

A valiant spirit hovers for all time over the temple of learning he loved.¹⁷⁰

Many tributes were paid to President Guth by Goucher women. These four letters indicate his personal interest in students and alumnae:

How was he able, with his heavy duties as President of the College, to take such a personal interest in each individual alumna? I shall always remember his friendly smile whenever I entered his office door; I still treasure a note that he wrote me at the time of my marriage.

When I was a Freshman Dr. Guth made a bookplate for me with my name as a legend, and it is one of my treasures and an everlasting source of delight and inspiration. It was a lovely thing for him to do.

All my college days I admired him for his scholarship and for his extraordinary administration and I loved him for his kindness and his understanding. Then since those days I have come to appreciate him even more. His noble and unselfish life of sacrifice will never cease to be an uplifting influence and a spur to better things.

The interest and help he gave to the individual girl in the midst of his great problems was one of his most remarkable and endearing qualities.¹⁷¹

SUMMARY

The benefits of President Guth's administration can be summarized by dividing them into four classes: financial improvements, the expansion of the College, educational progress, and miscellaneous achievements. He reorganized the finances of the College and added to its endowment by the quiet campaign which ended in 1917, and by the 4-2-1 campaign, with the aid of the General Education Board and the alumnae. The following tables are instructive.¹⁷²

FINANCIAL GROWTH

	1912-13	1928-29
Income.....	\$70,207.13	\$701,137.29
Expenses.....	113,406.13	633,565.45
Faculty and salary budget.....	53,140.59	240,569.66
Indebtedness.....	928,680.76	None
Value of plant and equipment.....	1,061,449.00	1,600,000.00
Endowment.....	103,812.77	2,390,647.28

EXPANSION OF THE COLLEGE

	1912-13	1928-29
Total student enrolment.....	369	985
Faculty.....	32	102
Volumes in the library.....	10,229	49,393
Courses in which students were enrolled.....	141	308
Buildings.....	7	22

President Guth provided a new auditorium, built Alumnae Lodge, purchased and remodeled various buildings, moved the library and biological laboratories to more spacious quarters in Alfheim Hall, and enlarged and improved the infirmary.

His chief educational changes were the adoption of the major department plan as developed from the major subject plan, the Missouri system of grading, the dropping of Latin as a requirement for admission and graduation, the adoption of improved methods of admission, the use of intelligence tests for entering freshmen, and the appointment of faculty advisers for students.

His chief miscellaneous changes were improvement of the college grounds by planting hedges, increased publicity, the founding of the *Goucher College Weekly*, the establishment of the college book store, the appointment of student counselors, the development of vocational guidance, and the acquisition of a magnificent campus. The last was both an achievement and the foundation of the greater achievement which is indicated in the following poem by Professor James M. Beatty, Jr.:

IN MEMORIAM

The hands are quiet now that yearned to rear
Tall, soaring spires on Maryland's high hill;
No longer can that dauntless power of will
Dare life and death for causes we hold dear.

His was the dream and his the seer's eye
That glimpsed his hope's fair vision wrought in stone;
But like Mount Nebo's captain all alone
He could but see the promised land and die.

He gave us of his best; unflinching, kind,
He fought brave battles, won him love or hate,
And strove with ceaseless purpose, early, late,
To build new, statelier dwellings for the mind.

He would not have us spend unfruitful sighs
As mourning him whose long day's work is done:
His task at noontide was but just begun—
We cannot fail him now: his spires shall rise.



PROFESSOR HANS FROELICHER

Chapter VII

THE ADMINISTRATIONS OF ACTING PRESIDENT HANS FROELICHER AND OF ACTING PRESIDENT DOROTHY STIMSON

1929-1930

Biographical sketch of Dr. Froelicher—Restoration of normalcy in student life and in legislative and administrative functions—Sudden death of Dr. Froelicher—Tributes to Dr. Froelicher—Election of Dean Stimson as acting president—Biographical sketch of Dr. Stimson—Her characteristics as dean—Her division of responsibilities as dean and acting president—The appointment of Dr. Elinor Pancoast as acting dean—Continuation of Dr. Froelicher's policies—The solution of some academic problems; others passed on to next administration for final adjustment—Death of Dr. Van Meter—Election of Dr. David Allan Robertson—Appreciations of Dr. Stimson as acting president—Her year abroad as Guggenheim Fellow.

ACTING PRESIDENT FROELICHER

BIOGRAPHICAL SKETCH

DR. HANS FROELICHER was born in Solothurn, in German Switzerland, on March 6, 1865. The name Johann Baptiste, given to him at first, he later changed to Hans. His first five years of schooling were in Solothurn, the next two in Dalle, France.¹ The harsh treatment of the students by the teachers at Dalle remained vividly in his memory. In an impromptu speech at a faculty dinner, after becoming acting president of Goucher College, he said, "It was terrible, and I resolved then that, if I ever became a teacher, the students in my classes should be treated with kindness."

When he left the school in France he went to the Gymnasium at Solothurn, from which he was graduated in 1885. After

this, he specialized in German philology at the University of Zürich, where he did all his graduate work except for one semester spent at Munich studying Romance languages.² Art was always included in his curriculum. His ancestors had artistic tastes; and his own natural love for art was developed by a cousin, Frank Buchser, an eminent Swiss painter, who came to America in 1866 and painted portraits of Grant, Lee, and other famous men.³

One day in 1887, at the University of Zürich, Hans Froelicher was summoned by his fiancée, Miss Frances Mitchell, to meet Dr. Hopkins, the president of the College. He said that Dr. Hopkins' gracious manner and beaming smile and fine conversational German quickly won his heart. Dr. Froelicher's account of the meeting and its consequences is as follows:

I thought the visit would be a purely social chat. I never had the idea of coming to America. My fiancée was coming to Switzerland in the summer. I thought we were to be married and settle there.

Dr. Hopkins, however, said that he was traveling in the interest of the Woman's College, to be founded in Baltimore the following year. He was assembling his faculty and the upshot of it all was that I was offered the position of associate professor of French. And Frances was to be on the staff of this new institution. I thought the opportunity an excellent one. I would stay for a year or so, learn English, observe American customs and educational methods and come back to Switzerland much the wiser.

Well, I was given my Ph.D. in July 1888, when I was 23 years old. I sailed for America the end of August, arriving at New York on September 4. I immediately went to Baltimore, where we were married the following day and, on the day after that, I attended a faculty meeting of what is now Goucher College.

My English was faulty—Frances told me all about that meeting. But I liked the college from that minute on. I had a great deal of respect for the opinions of Dr. Goucher and I learned to respect him more as the years went by.⁴

Dr. Froelicher rendered six important services to the College and the community: he taught German, he founded a new department of art criticism (and so was at the head of two

departments), he was secretary of the Board of Instruction and the Board of Control from 1916 to 1929, his civic activities were numerous, he gave substantial aid to the cause of "progressive education" in Baltimore and elsewhere, and he became acting president of Goucher College in 1929.

Although Dr. Froelicher began his work in the College in 1888 by teaching French, in 1890 he changed to German. He and Mrs. Froelicher formed one of the first of the departmental clubs, the Schiller Kränzchen, on Saturday evening, November 10, 1894.⁵

It was at the request of Dr. Goucher, who realized the educational value of art, that Dr. Froelicher gave the first course in art criticism in the fall of 1896, after spending the summer studying in the art galleries of Europe.⁶ The course was immediately popular. It began as a one-hour course, but finally expanded into four two-hour courses, with a total enrolment of two hundred students. A new departmental club, the "Philokalai" (lovers of beauty) was formed.

Though he was foreign-born, Dr. Froelicher mastered the art of being a first-class American citizen. He was a member of the executive committee of the Baltimore Reform League and of the City-wide Congress. He was also a member of the City Club, which was especially interested in civic problems. He was a member of the executive committee of the Educational Society of Baltimore. In 1908 he was chairman of a committee of this society which examined all the libraries in Baltimore and made recommendations for their improvement. But it was as an educator in the field of art that he rendered his most frequent if not his greatest service to Baltimore. He gave lectures under the auspices of the Municipal Art Society in the crowded districts of the southern part of Baltimore to audiences composed partly of foreigners. Mrs. Froelicher, who attended every one of these lectures, says that frequently women with handkerchiefs tied around their heads and babies in their arms were among the most eager listeners.⁷ The city

sometimes stationed policemen at these meetings to keep order, but none knew better than Dr. Froelicher that they were not needed; his audiences, he said, loved artistic beauty. He gave courses on art at the summer school of the Johns Hopkins University and at the Maryland Institute over a period of years, and lectured repeatedly at Walters Art Gallery and the Museum of Art. He was a member of the Board of Directors of the Museum of Art. Dr. and Mrs. Froelicher spent a sabbatical year in the art centers of Europe, beginning in February 1921.

The educational ideals of Dr. Froelicher were modern. In 1909, during the administration of James H. Van Sickle, a progressive superintendent of the Public Schools of Baltimore, Dr. Froelicher was appointed by the Mayor as a member of the School Board; but after the conservatives came into power in 1911, he resigned. Dr. Froelicher was one of the founders in 1914 of the Park School in Baltimore—a progressive school. He was offered the position of principal, but preferred to remain at Goucher College. He was made president of the Board of Trustees of the Park School, and helped to organize a similar institution in Philadelphia. It is interesting to know that Hans Froelicher, Jr., became principal of the Park School in 1932, and that each of Dr. Froelicher's three sons was headmaster or principal of a progressive school.

Dr. Froelicher was honorary member of the Classes of 1906 and 1914 in Goucher College. Not only these classes but all classes felt his influence. One student said, "He was a dearly beloved mentor of my college days, always regarded as the ideal professor in manner, culture, and influence." Another student said, "Although I was so close to him, I never lost that sense of being in the presence of one who was truly great."

No less high than the opinions of students of the College was the estimate placed upon Dr. Froelicher by outsiders. A fair sample is found in a paper published by the Maryland Institute, which, speaking of his lectures on art appreciation

given there from 1924 to 1929, says: "Few men were better qualified for such an undertaking. He brought to it a vast store of learning in the field of the arts, a scholarly viewpoint and equipment, which, for all the erudition which it reflected, never hinted at pedantry, and a method that made his knowledge readily transferable to the student. He had that beautiful sympathy, that calm and penetrating insight which distinguishes the true teacher and which makes him beloved of his students and a guiding influence in their lives."⁸

Not long before he became acting president, Dr. Froelicher received an honor which formed a fitting culmination of his forty-one years of teaching. "The Professorship of Fine Arts on the Hans Froelicher Foundation" was established in 1929. How this honor was originated and carried out by the alumnae has already been related in connection with the 4-2-1 campaign.⁹

Mrs. Frances Mitchell Froelicher had an equally interesting educational career. She was born in Philadelphia, in a family of Friends or Quakers—a fact which helps to account for her pioneering activity in the cause of equal educational rights for women and men. She was educated in a private school. Soon after finishing the course she happened to visit her brother, a Cornell student, at a time when entrance examinations were being given. She suddenly resolved to take them just to see if she could pass, although, if she had desired to go to Cornell she could have entered on certificate. Being a zealous scholar, she easily passed the examinations. She then decided to enter Cornell. During the two years which she spent there she formed friendships with Miss M. Carey Thomas and other women who were educational pioneers. At the end of her sophomore year, against their protests, she left the University to become a teacher. She told them she did not know whether she would like teaching or not and wanted to test her powers before further preparation. After several years of experience she resolved to prepare herself for a college

professorship by completing her education. As some universities in her own country had previously refused to admit her, she armed herself with testimonials from Andrew D. White, the president of Cornell, and applied at the University of Zürich. She was admitted and was the second woman to receive the Ph.D. degree at that University, the first one being Miss M. Carey Thomas, afterward president of Bryn Mawr College. Miss Mitchell did one semester's work for her degree at Leipzig.

Dr. Frances Mitchell accepted a temporary position at Bryn Mawr College for the year 1887-88 as reader in Anglo-Saxon, while Mr. Froelicher was completing his work for the Ph.D. degree at Zürich. Then they met in Baltimore and were married on September 5, 1888. They began teaching in the Woman's College eight days later.

Mrs. Froelicher was the first secretary of the faculty. The older graduates describe her teaching of German as earnest, vivid, and effective, and her personal attitude toward them as sympathetic yet judicial.

Mrs. Froelicher, who excelled in and lived the profession of teaching, taught during the first two years of the college's existence. Then for a time she withdrew to devote herself to her home and her children. Later she returned to her beloved profession for seven additional years, and once more retired. Again, in 1922, when a grandmother, she was called upon to return to the German department and complied with the request of the President, thus rounding out her tenth year of teaching.¹⁰

Her success as a mother was equal to that as a teacher. She had three sons, Charles Mitchell, Hans Jr., and Francis, all of whom have been distinguished educators. In addition to her duties as teacher and home-maker was another which was also highly important—her intelligent, enthusiastic, and continuous collaboration with her husband in forming and carrying out those plans which made the German department such a vital factor in the life of the College, and the department of art criticism so valuable not only to the College but also to Balti-

more, and the administration of the Acting President so successful at a highly critical period.

ACHIEVEMENTS

On May 3, 1929, it was announced in chapel by Mr. Edward L. Robinson, on behalf of the Trustees, that Dr. Froelicher had been appointed acting president. The announcement was greeted with the greatest enthusiasm.¹¹ The confidence in him was increased by the inspiring address which he made in chapel on May 6, and was later still further increased by the manifestation of his executive ability.¹² Never in the history of Goucher was the confidence reposed in an executive officer more needed than by Dr. Froelicher as he faced the situation caused by the decline of morale during the years of President Guth's illness.

The morale of the students from the founding of the College up to that time had been commendable. It never wavered during the desperate financial crisis of 1912-13; in fact it rose higher. It was affected by nothing except the loss of leadership, which resulted first in uncertainty and a feeling of insecurity, followed by discontent, gossip, false rumors, pessimism, and slackening of endeavor. In 1926, an editorial in *Goucher College Weekly*, which tried to inspire the students to change their attitude, began with these words: "There is discontent in the ranks. Bored or disgruntled, we seem to be falling into the depths of some not-very-divine despair for which no one can account."¹³ Conditions were worse in the year 1928-29, owing partly to rebellion against strict "social rules" and stern discipline.¹⁴

The other outstanding achievement of Dr. Froelicher's brief administration was the restoration of normality to legislative and administrative functions. Academic legislation, which was confined to routine matters during President Guth's illness, had finally ceased altogether. The Board of Control, the only body with power to legislate in regard to strictly academic matters, met but twice during the first year of Presi-

dent Guth's illness, on May 2 and May 9, 1927, to transact absolutely necessary business. In the next year, when the President was better, it met four times, but in the year 1928-29 it did not meet at all until April 29, ten days after his death. In Dr. Froelicher's administration the Board met regularly once a month. The committee on curriculum, with the President as chairman, had not met for three years. The courses within certain departments needed revising and also it was important to decide which of two departments should give courses that were on the border-line between the two. Dr. Froelicher renewed the activities of this committee. The College Council also had not met for three years. This organization consists of the President, members of the faculty whom he appointed, and the heads of various organizations of the students. They discuss college problems affecting student life. Arrangements were made for regular meetings of the Council during Dr. Froelicher's administration.¹⁵

Dr. Froelicher's wisdom and patience, his sympathetic attitude and his frank recognition of the right of students to share in making their own "social rules" were some of the influences which helped to bring about new conditions in the College before the coming of Christmas in 1929.¹⁶ The movement he began was continued by the next administration.

DEATH OF DR. FROELICHER

It was stated in Chapter VI that arrangements were made for a threefold division of presidential powers during Dr. Froelicher's administration so that he would have no business or financial functions, but only those which were academic.

One reason for limiting his duties was the fact that he was not well. About a year before he became acting president, on March 18, 1928, he had given an inspiring Fireside Talk on "The Right Conduct of Life," in which he twice stated his belief that one should be ready to die, if necessary, in the performance of duty. He was one of those rare men who not

only have high ideals but live up to them. His physicians told him in 1929 that if he kept on with his new duties he ran the risk of death, but he calmly decided that he ought to continue to serve Goucher during the emergency of a transition period. On the afternoon preceding the formal opening of the College in 1929 he had a severe heart-attack. When he made an address the next day in the auditorium there were physicians seated in the front row ready to treat him in case of heart-failure, but he completed his address in such a manner as to receive high praise.¹⁷ In the same spirit he continued his two great tasks—the renaissance of morale and the restoration of normal academic functions. He inspired others with his courage. To an administrative officer who was troubled at the difficulties which had been piling up, he would say whenever he met her accidentally in the hall, “Be patient—these things will pass.”

On the evening of January 17, 1930, Dr. and Mrs. Froelicher in the Alumnae Lodge entertained Homer St. Gaudens, the son of the famous sculptor, who was to lecture on modern art in the Auditorium. After the dinner Dr. Froelicher had gone upstairs with Mr. St. Gaudens to get his overcoat, preparatory to leaving for the lecture, when he had a heart-attack. He sank quietly back upon the bed and the end came without struggle and without pain.¹⁸ Simple funeral services were held on Sunday, January 19, in the Auditorium, which was crowded with those who had great esteem for him. The services were conducted by the Reverend Dr. Harris E. Kirk, who spoke of his rare culture, his love of beauty, especially the beauty of goodness, his combination of idealism and practicality in his educational work, his public spirit and acts of beneficence, and the courage with which he entered upon his last great service and gladly laid down his life for the College.

TRIBUTES

The Board of Trustees adopted resolutions prepared by Judge Morris A. Soper and Judge George A. Solter, which, in part, are as follows:

No one in Baltimore in our time has done as much as he to create and maintain an understanding appreciation of the finer things in the world of art. No one on the original faculty in those critical early days, and no one who has since come to us, has done more to establish and maintain the high standard of scholarship which has placed Goucher in the front ranks of American colleges.

These things were the rich fruits of a scholarly life, and they explain the success of his educational achievement. But they tell only of one side of his personality. We like to dwell on those endearing qualities which led him to be truly called "The Beloved Professor." Someone has written of him that he has been a part of the college life of every student who has ever attended Goucher; and this is true not merely because there was no Goucher before he came, but because the fine flavor of his life affected all who came within the sphere of his influence. It was not merely that a store of learning filled his mind, but dignity, courtesy, modesty and humor characterized his spirit, and contributed with an inspiring belief in the student's ability and a deep sympathy with the student's difficulties to make him an ideal teacher.

How fortunate for the institution, and how fitting in the eyes of all friends of the College, that when a vacancy occurred, he was available to assume the duties of the President, so that in his closing days we had the benefit of his ripe experience, and he had the distinction of leading the work which he had so long devotedly loved! His memory will long be cherished, and his influence will be felt not only here but throughout the land wherever students shall carry something of the high conception of living which they caught from him; and we, of the Board of Trustees, while gratefully remembering his labors, will do well if in the selection and maintenance of the teaching faculty the pattern of his career is ever before our eyes.

The president of the New York Chapter of the Alumnae Association, Winnifred Brown, '20, gave an appreciation luncheon to honor the memory of Dr. Froelicher. There were sixteen speakers. One of them, Isabel Van Sickle, '09, (Mrs. John Whyte), who had had the opportunity to know him intimately even during vacations, said:

Dr. Froelicher, many of us feel, was the greatest teacher of our experience. His was not merely a cloak of book learning, to come off and on; his culture was a real part of him. Yet we were not afraid of him. . . .

I remember how the Froelicher home was opened to us and we knew we were welcome. I remember those meetings of the Schiller Kränzchen (I

had taken German just to be with Dr. Froelicher) when we sat on the floor, and sang and tried to converse in German. We always had the same delicious dessert; hot chocolate, whipped cream, and lady fingers. Mrs. Froelicher created such a wonderful atmosphere of hospitality.

There was nothing self-seeking about him; he never had time to turn his wonderful art lectures into a book to bring him fame. He preferred to give his best to his students. . . .

I feel that I knew him best at Pocono. To know him thoroughly one must see him in the woods. He had a love of nature beyond anything that most Americans know. One felt that when he was alone in the woods he was never lonely. We used to go on long walks with Dr. Froelicher always in the lead, for he always had found the hidden and interesting places first. Last summer he showed us an arduous climb to a little lake in the woods, clear and cold, with no outlet. His name for it was "Lost Lake."

His grandchildren (there are ten) were among the delights of their summer home. There were nearly always several hanging about him and begging for his fascinating stories. One night while a lot of us adults were talking, several at once, about the fire-place, he saw a wistful little face on the outskirts of the group, and soon he had quietly withdrawn to talk to that little child who was being left out. That was his way, always making people comfortable with his gentleness and sympathy.

Among the poems written in honor of Dr. Froelicher, there was one by Esther P. Ellinger, '15:

REQUIESCAT

Like some tall prophet, in calm dignity,
 He stood there by the threshold,—at his side
 Two loved companions,—when an unseen Guide
 Upon his shoulders laid imperiously
 No earthly cloak, but Heaven's immensity.
 Thus, ere one could a breath from breath divide,
 In that dark quiet hour of eventide
 This mortal put on immortality.
 And he was not. Yet there can be no end
 To our remembrance, which enshrines his grace,
 His wisdom and the mighty Truth he loved:
 We shall remember, in hearts deeply moved,
 Those understanding eyes, his smiling face,
 The patient loving kindness of our friend.¹⁹

ACTING PRESIDENT STIMSON

BIOGRAPHICAL SKETCH

At a meeting of the Executive Committee of the Board of Trustees on January 21, 1930, Dean Dorothy Stimson by a unanimous vote was appointed acting president.

A study of Dr. Stimson's heredity reveals the fact that her ancestors and relatives on both sides of the family furnished an unusual number of able leaders. Her maternal grandfather, Samuel Concord Bartlett, was president of Dartmouth College. Her father, Henry Albert Stimson, was a distinguished Congregational minister, a lecturer in theological schools, the author of several books, and an active leader in education. Her sister, Major Julia Catherine Stimson, was superintendent of the Army Nurse Corps and was director of the Army Training School for Nurses during its existence. Henry Lewis Stimson, her first cousin, was Secretary of War in President Taft's administration and Secretary of State in President Hoover's administration. Ten individuals who are connections of the family were listed in "Who's Who in America" in the edition of 1930.²⁰

Dr. Stimson was born in St. Louis on October 10, 1890. A year and a half later her residence was transferred to New York City because her father had accepted a pastorate there. She was graduated from Miss Spence's school in 1908 and from Vassar College with Phi Beta Kappa honors in 1912. During her first years at Vassar she planned for a business career, expecting to become a secretary and hoping to rise to an executive position. Executive work had always appealed to her, but not teaching. She expressed herself to a Birmingham reporter in these words: "I used to say I would never be a teacher. Nothing on earth could induce me to be a teacher. And then came along the potent influence of a personality, in a teacher whom I had at Vassar, and turned the current of events for me, and here I am, happy in the profession I have



DEAN DOROTHY STIMSON

chosen."²¹ It happened that Miss Stimson was tutoring in English and French at Vassar when one of her professors urged her to become a teacher. Accordingly she chose history as her specialty and took three courses in that subject in her senior year. But even in her choice of teaching she had the desire to combine it eventually with executive work.²²

Immediately after her graduation she spent a year at Columbia and received the A.M. degree. Feeling then the need of practical experience, she taught from 1913 to 1915 in the Tudor Hall School for Girls in Indianapolis. In 1915-16, she was Curtis Scholar at Columbia, where she took the Ph.D. degree in 1917. For one semester that year she was instructor in history at Vassar. In the fall of 1917 she became dean of women and professor at Transylvania College in Lexington, Kentucky. In 1921 she was appointed dean and associate professor of history at Goucher and is now dean and professor of history.

Dean Stimson has held positions in both national and local organizations, of which the following is an incomplete list: president of the National Association of Deans of Women and editor of its quarterly bulletin; a member of the Committee on International Relations of the American Association of University Women; a member of the Executive Committee of the American Council on Education; a member of the Council of the History of Science Society; a member of the Alumnae Council of Vassar; president of the College Club of Baltimore; chairman of the Program Committee of the Business and Professional Women's Club of Baltimore; and member of the Board of Governors of the Young Women's Christian Association of Baltimore. She was counselor at the Aloha Camps for girls in Vermont and New Hampshire for five years, to 1921. She is the author of a book on *The Gradual Acceptance of the Copernican Theory*. She has written magazine articles on her specialty, the history of the scientific point of view, and also articles on the work of deans.²³

CHARACTERISTICS

Dr. Stimson has given a number of reasons why a dean should teach at least one course and she herself has taught two. She had a section of the class in freshman history until the pressure of administrative duties compelled her to give it up. She still teaches a course called "The Development of the Scientific Point of View." It has been praised by the students, and objective evidence of its success is found in the fact that several of those who have taken it have become so interested that they have done graduate work in the same subject.²⁴

Naturally, Dr. Stimson's work as dean is more important than her work as professor. Instead of performing the various functions which characterized the first dean when the College was smaller, she is what is known as an "academic dean." Her duty, up to the year 1930, as she herself stated it, concerned "the advising of students in regard to their schedules and consultations with students and faculty in regard to curriculum problems, particularly the adjustment of the student to her work."²⁵ But the duties of the office were broadened in scope after 1930.²⁶

Dr. Stimson believes very firmly in treating students as individuals and not according to prescriptions drawn up in advance to meet the needs of a group. She says: "Under a shell of indifference or frivolity a student may be concealing dreams of the day when she may draw together again her separated parents. Another may have lost her chum in a terrible accident in another college, leaving her to face a depression that has narrowly escaped resulting in a complete breakdown. The most casual conference may suddenly become a deadly earnest matter for both the student and the dean."²⁷

Closely related to treating the student as an individual is true friendship for the student. Three words uttered by Dean Stimson have been cherished and often repeated by the

students. "The Dean cares." One who knows her intimately says, "She gives herself wholeheartedly in helping students solve perplexing problems, personal as well as academic, and she also enters enthusiastically into their extra-curriculum activities. She is an efficient executive and a real friend." One of the specific ways in which Dean Stimson manifested her friendliness for the students, was in her Monday Night Readings appreciated by many undergraduates during fourteen or fifteen years. Immediately after dinner on Monday evenings, the Dean kept informal open house, and then read aloud to her guests for an hour, choosing on one occasion, for example, the story of the Kangaroo, from Kipling's *Just-So Stories*, and the history of Baltimore's Mt. Vernon Place Square from Letitia Stockett's "not too serious," *Baltimore*.

Another characteristic of Dean Stimson was expressed by a member of the administrative staff who said: "The students have confidence in the straightforwardness, integrity, and justice of the Dean." Another member of the administrative staff says, "There is no doubt in the students' minds as to where Dean Stimson stands—there is no straddling an issue." Yet she blends justice with sympathy.

More important, perhaps, than a statement of the Dean's belief in the principles of justice, friendliness, and individuality is the question as to whether the students think she lives up to those principles. One of them says: "If acquaintance with her were confined to the seances which are held in the office behind the usually occupied 'mourners' bench,' it would be said that Dr. Stimson is very fair and sympathetic and, on the whole, a 'dandy dean.' Many go to her with their problems; and those who appear in response to the summons enclosed in the deadly yellow envelope know that they will meet not only the dean of Goucher College, but also an understanding friend. She treats girls as individuals and judges each on her own merits rather than on the basis of some conventional

method extracted for the occasion from its official pigeon-hole. . . ."²⁸

Constructive energy is one of Dean Stimson's noteworthy traits. What she did during her first year at Goucher will furnish some examples. She amplified the office machinery to meet the increased enrolment, installing a duplicate record system and devising new blanks. She standardized the explanation of absence from class, standardized the reporting of students doing unsatisfactory work, planned to adjust freshmen more rapidly to their new environment by means of talks given by various members of the administrative staff, and, finally, organized and regulated tutoring by students.²⁹ It is hardly necessary to add that the Dean is progressive. Perhaps the most valid criticism which has been made is that she is impatiently progressive. To this her friends reply that an impatient desire to change wrong conditions is better than excessive patience. Her own career exemplifies progress, being characterized by "increasing breadth and clarity of judgment."³⁰

Among the greatest of the merits of Dean Stimson is the moral and spiritual leadership which she exerts. She is characterized by a deep earnestness concerning the triumph of right methods of living over wrong methods. It is a rare art to deal with disagreeable topics in an agreeable way, avoiding both harshness and excessive solemnity. It requires refinement of taste and a sense of humor. Scattered through the pages of *Goucher College Weekly* for many years back are reports of talks by the Dean which suggested antidotes for student frailties in such a way as to win student approval.³¹

Much of the influence which Dr. Stimson and Dr. Froelicher exerted as acting presidents was due to their previous championship of the good as well as the true and the beautiful. It is to the credit of Goucher students that they did not morbidly criticize such championship as "preaching," but accepted the messages in the earnest spirit in which they were given.

ACADEMIC PROBLEMS

When Dean Stimson was appointed acting president an editorial, of which the following is a part, appeared in the *Goucher College Weekly*: "We congratulate the Trustees on the only choice which could insure the continuity of the administration. We congratulate ourselves on our good fortune. The press has had much to say about the novelty of a woman president. We have no doubts. The semester, we think, can scarcely fail to be what Dr. Stimson has said that she wants it to be—for the seniors the happiest spring of their lives, and for the whole college a profitable and progressive four months."²²

The threefold division of presidential powers which was made at the end of President Guth's administration was continued during this administration until near the end, when Mrs. Guth resigned as business executive. Her resignation became effective on May 1, 1930. The duties of the office were then transferred to the Acting President.

Dr. Stimson, at the beginning of her administration, planned to spend the morning hours in the president's office and the afternoon hours in the dean's office, but was soon able to leave the dean's work entirely in the hands of an acting dean. Dr. Louise Kelly was appointed to this office but within forty-eight hours was called away by critical illness at home. Dr. Elinor Pancoast was then appointed and she continued in office not only while Dr. Stimson was acting president but for a year longer while Dr. Stimson, for reasons to be explained later, was on leave of absence in England. Dr. Pancoast, who at that time was associate professor of economics, was a progressive, keenly interested in new educational methods. She not only performed the routine duties of her office, but in her report to the President made a number of recommendations for improvements (chiefly in general educational policy and the work of committees) and nine of these recommendations have been adopted.²³

Dr. Froelicher's administration and Dr. Stimson's were almost like one in quality of purpose, selection of methods, and degree of success. Dr. Stimson began her Monday talks in chapel at this time. She continued the policies of the restoration of morale and the resumption of normal college functions. She continued the use of cooperative and democratic methods. She carried forward the work on academic problems which Dr. Froelicher had begun and also dealt with new problems which arose during her own administration. About half of these were definitely disposed of and the remainder were passed on to the next administration as unfinished business.

The curriculum committee consisted of the Acting President, the Registrar, and Professors Beatty, Bowman, Gallagher, and Hopkins. After thirteen long meetings they presented to the Board of Control modifications of the curriculum which were adopted on March 3, 1930. Dr. Stimson on February 3 raised the question in the Board of Control as to whether honors should be given to students below the senior class for unusually excellent work. The Board of Control and the Board of Instruction both approved the idea. A committee consisting of Professors Lewis, Curtis, and Taylor was appointed to study the question in detail but final action was not taken till the next administration. On March 12, the Board of Control took action to meet the new requirements of the Maryland Department of Education for teaching certificates. On April 7, the Board of Control adopted two recommendations of the Board of Instruction: one in regard to sectioning students in required courses on the basis of academic achievement (which was made a matter of departmental policy) and the other in regard to increasing the flexibility of the curriculum in the freshman year. On April 14, Dr. Stimson announced to the Board of Control that the Executive Committee of the Board of Trustees had set aside five hundred dollars "in the budget for 1930-31 for the aid of special research by members of the faculty upon the recommendation of a faculty committee and

the approval of the Acting President."³⁴ A Research Projects Committee was appointed consisting of Professors Williams, Bowman, and Wilfred A. Beardsley. Also at this same meeting Dr. Stimson announced the receipt of a letter from the Superintendent of the Baltimore Public schools "informing us of a plan in three Baltimore high schools to give (to selected students) a five-year course, including first year college subjects. The colleges are being asked to admit these students directly into the sophomore year of college work."³⁵ Professors Gallagher, McCarty, and Cleland were appointed as a committee to report on the subject the next year. In Dr. Robertson's administration, Goucher College cooperated cordially in this progressive experiment not only in putting before the teachers involved the college requirements of the freshmen year which the accelerated class would need to meet but also even "by lending apparatus and setting aside a special shelf in the College Library for books reserved for the use of the Baltimore accelerated group. It is an interesting fact that of the forty teachers taking part in the work of this accelerated group, twenty-one are graduates of Goucher College."³⁶

At a meeting of the Board of Control on May 5, 1930, Dr. Stimson suggested a change in procedure at the opening chapel assembly in the fall, namely, that this assembly be made more of an academic occasion, with the faculty marching in academic costume and taking seats on the platform. The plan met with general approval and is now a custom of the College.

Some fundamental changes were initiated as a result of a series of discussions in the Goucher College Chapter of the American Association of University Professors. This Chapter had been organized on February 8, 1922, at the suggestion of Dr. William H. Longley, who was its first president. During the spring of 1930 there were discussions of such questions as the powers of the faculty, tenure of office, bases of promotion, and the salary scale.³⁷ Partly as a result of the discussions, the Board of Instruction passed a motion requesting the Board

of Control to appoint a committee to look into some of these questions. The Board of Control, on April 21, 1930, adopted a motion which, when amended, was as follows: "That a committee be appointed to look into the possibility of a revision of the relations between the Board of Instruction and the Board of Control, and to consider other related questions, such as faculty representation on the Board of Trustees; method of faculty appointment, promotion and dismissal; salary scale; and personnel of the Board of Instruction and Board of Control." It was also voted that the committee be appointed by the Chair and that it should represent different shades of opinion and that it should consist of seven members—four members of the Board of Control and three members of the Board of Instruction. The Chair later appointed Dr. Curtis, chairman, and Dr. Longley, Dr. Beardsley, and Dr. Bacon from the Board of Control; Dr. Crane, Dr. Goddard, and Mr. Ustick from the Board of Instruction. This committee made an important report in the next administration, which was the basis of several significant innovations, to be described later.

DEATH OF DR. VAN METER

Dean Emeritus Van Meter died on Tuesday, April 8, 1930, at the age of eighty-seven years and seven months. The funeral services were conducted in Alumnae Lodge on April 11 by Dr. John T. Ensor, of the First Methodist Episcopal Church. According to Dr. Van Meter's request the services were exceedingly simple, consisting of reading from the Scriptures and prayer, with no eulogies. The burial was in Greenmount Cemetery.

The College had lost within three months two honored and much loved pioneers who had rendered it eminent services for more than four decades: Dr. Van Meter, who was largely instrumental in its founding, and had been in its service in one way or another since the day it was founded, and Dr. Froelicher who began his work when its doors were opened. On

Commencement Day, Acting President Stimson paid impressive tributes to these leaders.

ELECTION OF PRESIDENT ROBERTSON

Mr. Edward L. Robinson, the chairman of the committee to choose a president of Goucher College, reported to the Executive Committee and to the Board of Instruction that Dr. David Allan Robertson was the choice of the committee, and the report was received very favorably. Mr. Robinson said that Dr. Robertson had not yet consented to accept the presidency if offered to him, but it was hoped that he would if the Board of Trustees made the offer unanimously. Both the hopes of unanimity and of acceptance were fulfilled. What happened at that important meeting of the Board of Trustees on May 26, 1930, is well told by Dr. Mary Jane Hogue, '05, who was senior alumnae trustee at that time and reported the proceedings to the Alumnae Association:

Mr. Robinson gave a very comprehensive report of the vast amount of work which this committee has been steadily and quietly doing the past year and presented the name of Dr. David Allan Robertson, at present Assistant Director of the Council on Education in Washington. After listening to his academic record, and to what his friends said of him, and to testimonials from other members of the committee, and to Dr. Stimson, we all felt that we were peculiarly fortunate in being able to call such a man to the presidency of Goucher. Mary Conner Hayes, one of the committee, said "all the letters from the alumnae stressed two points. They wanted first an educator and second some one who can help us to build a Greater Goucher." These qualities Dr. Robertson seems to possess in a very happy combination with many other qualities which eminently fit him for the presidency of Goucher College.³⁸

TRIBUTES TO DR. STIMSON AS ACTING PRESIDENT

At this same meeting of the Trustees, Dr. Stimson made her report as acting president and Mr. Robinson "expressed the appreciation of the Executive Committee for the prompt and cooperative way in which Dean Stimson had responded to the

emergency situation resulting from Dr. Froelicher's sudden death in January, and of the devoted and unselfish way in which she had thrown herself into the duties and responsibilities of the acting presidency, and of the efficiency with which she had conducted the work of the office." The Board of Trustees took action as follows:

Resolved, that the Board of Trustees of Goucher College are grateful for the efficient service that Dr. Dorothy Stimson has rendered in the last few months as Acting President of the College; and we believe that her position in the world of education is such that her occupancy of the place has given an added distinction to the institution.

More than a year previously Dr. Stimson had been honored by a Guggenheim Fellowship bestowed for the purpose of enabling her to study the relation of ecclesiasticism in England to the scientific thought of the seventeenth century. When Dr. Froelicher became acting president he joined with the Executive Committee in requesting her to postpone the utilization of the fellowship for one year, and she consented to do this in order to serve the College in an emergency. On June 10, 1930, the Executive Committee had a meeting at which Mr. Robinson read a letter from Dr. Stimson requesting leave of absence for the year 1930-31 to avail herself of the Guggenheim Fellowship. This leave was granted.³⁹

The last words of Dr. Stimson's report to the Board of Trustees were as follows: "Whatever has been accomplished during these months has been made possible only through the wholehearted cooperation and help given me by students, faculty, trustees, and staff alike. My thanks are offered to them all, together with my best wishes for the College under its proposed new leader. His is indeed a great opportunity, and the College is fortunate to have found one so well fitted to make fine use of that opportunity." These words foreshadowed that cordial cooperation between the new President and the Dean which has characterized Dr. Robertson's administration.



PRESIDENT DAVID ALLAN ROBERTSON

Chapter VIII

THE ADMINISTRATION OF PRESIDENT DAVID ALLAN ROBERTSON

1930—

Biographical sketch—Inauguration—Reorganization of the faculty—Reorganization of admissions—Reorganization of the curriculum—Minor academic changes and developments—Retirement of members of the faculty—Necrology—Financial conditions—Gifts and bequests—Publicity—Changes in the buildings: Foster House Infirmary, Recreation Center, Museum, Library—Matters of student and of alumnae interest—Fiftieth anniversary, revival of interest in the move to Towson, and architectural competition—Dr. Robertson's services to Goucher College.

BIOGRAPHICAL SKETCH

DR. DAVID ALLAN ROBERTSON, the fifth president of Goucher College, a descendant of the Robertson and Mitchell families of Banffshire and Perthshire, Scotland, and of the Dawson family of Aberdeenshire, Scotland, and a collateral descendant of Sir William Dawson, principal of McGill University, Montreal, was born in Chicago, October 17, 1880. His parents, John and Christina Mitchell Robertson, were both born in Scotland.

As an undergraduate at the University of Chicago, he found time to sketch cartoons of students and professors for the weekly newspaper; he acted Shylock in *The Merchant of Venice* and the miser in Ben Jonson's *The Case is Altered*. He received the degree of Bachelor of Arts in June 1902 with honors including election to Phi Beta Kappa.¹

Having resolved to teach English, he began his graduate work at the University of Chicago in 1902. He was awarded a fellowship in English in 1904, taught as assistant in the English department during 1904-05, as associate in 1905-06,

and as instructor from 1906 to 1910. From 1910 to 1914 he was assistant professor at his Alma Mater and associate professor from 1914 to 1923. In these nineteen years of teaching his field ranged from English I for freshmen to graduate courses in Elizabethan Drama and in Contemporary Literature. It was he who introduced the use of the *Atlantic Monthly* in composition courses. His constant aim in teaching was to develop the individual, for he considered that the real teacher's task was the awakening of minds, and he felt that the stimulation of the student to self-education was the secret of successful teaching. Desirous of inspiring in his students an interest in creative writing he has in later years had satisfaction in their publications. He felt that not only did teachers of economics, political science, history, and foreign languages have a duty in training the citizen's responsibility for maintaining effective and happy relations with others—especially in groups such as the family, the municipality, the state, and the nation—but “even a teacher of English literature may do so,” he said, “as I learned some years ago. . . . It seemed to me that the reading of Thomas Hardy's *The Dynasts* made my students more internationally minded.”²

Interest in art led him to become a founder and at one time president of the Renaissance Society, which fostered campus exhibitions of paintings and prints; interest in music caused him to be a founder and for twelve years executive officer of the University Orchestral Association which arranged at the University concerts by the Chicago Symphony Orchestra.

In addition to his teaching, Dr. Robertson was the secretary to the President from 1906 to 1920. He was executive officer of the University College, the down-town college (1906-08); he was director of public lectures and so was brought into contact with many distinguished men and women; he edited the University Record (1915-20). Perhaps the most important position which he filled during these years was that of dean of the Colleges of Arts, Literature, and Science from

1919 to 1923. His work as dean was characterized by the recognition of the individuality of the students, by skill in the diagnosis of delinquencies, and by modern methods.

Dr. Edwin E. Slosson tells of an example:

The son of a prominent citizen of a western town entered the University of Chicago at the age of eighteen. . . . Shortly after the term began, his instructor reported him to the dean as absolutely incompetent to do the class-work. Dr. David A. Robertson was not only kind and considerate, which all deans are expected to be, but also skilled in the diagnosis of delinquencies which not all deans are. By conversation in non-bookish subjects, the boy was found to be shy but not stupid. The dean suspected that he had not been taught to read properly so he sent him over to the department of elementary education where the tests of the mechanics of reading were being carried on. . . . Within half an hour the eye expert telephoned back to the dean that the boy was equal to a fourth grade pupil in oral reading, a fifth grade in silent reading, while in the comprehension of what he read he was up to the average of his age. The dean inquired into the life of the boy and found that his father and mother were so fond of reading that they had read his lessons to him and he had got used to learning by ear instead of eye.

After explaining the situation to the parents, Dr. Robertson put the boy under an expert in reading. At the end of three months he was allowed to register for two courses, one in geography, one in economics, both involving a great deal of reading. He passed both with Grade B and was able to finish college. . . . He has regained his self-confidence and self-respect and will doubtless prove adequate to the financial and social responsibilities which will devolve upon him in life from his father's position in the community.³

During this period Dr. Robertson was also secretary of the Chicago War Service (1917-18), and, representing the University of Chicago, secretary of the Association of American Universities (1918-23). For the latter organization, after he had moved to Washington, he investigated some two hundred American colleges.

From 1924 to 1930 he was assistant director of the American Council on Education, with headquarters in Washington. For the Committee on Foreign Travel and Study (1924-28), he developed the idea of the Junior Year Abroad.⁴ Dr. Robertson has visited some fifty European Universities. In 1926 he

represented American Universities at the Third Congress of British Universities. He has published studies of international exchange of teachers, foreign study for undergraduates, and other international educational relations.⁵

The American Council on Education also made him secretary of the Committee on Personnel Methods and chairman of the subcommittee on Personality Measurements (1927-30). His reports were published by the Council. The importance of the work of this personnel committee is indicated by the fact that it received large grants from the General Education Board.

Another by-product of his work with the American Council on Education was his exposure of "diploma mills." "Degrees for Dollars" appeared in the *Educational Record*, January 1926, and "The Educational Underworld" in *The North Central Association Quarterly*, September 1926.

During the time of his Washington residence he became a trustee of the National Vocational Guidance Association in 1929, and a trustee of Fisk University in 1927. Dr. Robertson served as an elder in the Church of the Covenant, a Presbyterian church in Washington, 1926-1930, as president of the Washington Federation of Churches 1929-1930, the first layman to occupy such a position, as chairman of the Middle States Committee of the Religious Education Association, and as trustee of the National Church Extension Society.

Before coming to Goucher College, Dr. Robertson had written much on education, many of his pamphlets being sources for the latest information concerning important new developments. He had published studies on various phases of English literature. A list of more than fifty such articles published during the years 1925 to 1929 is given in the July 1930, *Goucher Alumnae Quarterly*,⁶ Dr. Robertson was also the author of three books: *The University of Chicago: an Official Guide*, *The Quarter-centennial Celebration of the University of Chicago*, and *American Universities and Colleges*. The last,

published in 1928,⁷ is encyclopaedic in its information in regard to higher education in this country and has been republished by the American Council on Education under the editorial direction first of Dr. John H. MacCracken and later of Dr. C. S. Marsh. The late Dr. Clyde Bowman Furst, secretary of the Carnegie Foundation for the Advancement of Teaching said of this book that it "contains more information concerning higher education than any other single volume ever published in the United States. I know of no reader who does not agree with those who have called it clear, concise, complete, illuminating, invaluable, and quite the best book of its kind."⁸

Dr. Robertson received in 1928 the degree of Doctor of Laws from George Washington University and in 1929 the degree of Doctor of Literature from Bucknell.

Goucher College was fortunate in obtaining the leadership of a man of such unusual background and personality, of such wide experience and familiarity with modern educational standards, a man well known in educational circles because of his scholarship, administrative ability, and numerous publications.⁹ And he brought with him a wife closely identified with all of his work.

It was through their mutual love for music that Dr. and Mrs. Robertson first became acquainted. Though they had been fellow students at the University of Chicago, it was during the intermission at a symphony concert that they met. Miss Anne Victoria Knobel was the daughter of a Presbyterian minister of Chicago, and descendant of a line of clergymen, teachers, and lawyers. On December 26, 1906, she and Dr. Robertson were married. For three years, 1911-1914, they presided over Hitchcock House, one of the dormitories at the University of Chicago. There Mrs. Robertson kept open house on Sunday afternoon, and students and friends dropped in for tea.

One of her Chicago friends, Julia Cooley Altrocchi, author of "Snow Covered Wagons," who is the wife of the chairman of the Department of Italian in the University of California,

replied to the invitation of the Board of Trustees to attend the Inaugural ceremonies as follows:

As an old and devoted friend of Dr. and Mrs. David Allan Robertson, may I count myself, at this happy time, among those numerous admirers who are not only felicitating the Robertsons, but who are felicitating Goucher College upon its acquisition of such a leader's wife.

Of Dr. Robertson's distinguished qualities you are already well aware, for it was the discovery of those very qualities that led inevitably to his selection. It is of my loved friend, Anne Knobel Robertson, who is herself a distinguished personality—and far more than a beautiful accessory acquisition—that I wish especially to speak. Mrs. Robertson is unusual for her gifts of heart and mind—her benevolences, her loyalties, her gay enthusiasms, her richly-cultured mind, her quick, Meredithian wit, her literary talents, her undeniable leadership, her irresistible charm, and her unusual gift—which amounts to a *genius*—with people, transforming her drawing-room into a genuine salon. She resembles, with an added strength and substantiality, the grandes dames of French salon life. Such a President's wife cannot fail to bring to Goucher College an unusual atmosphere of distinction, charm, picturesqueness, and happiness! I, who deeply love and admire Mrs. Robertson, congratulate you upon her pending regime as well as upon Dr. Robertson's, and predict and wish for you and Goucher College a golden future.

In Baltimore, Mrs. Robertson's graciousness and ability as a hostess have brought together "town and gown" and have made for her a large circle of friends. Her receptions on the first Wednesday afternoon of each month have been distinguished. Dr. and Mrs. Robertson during their residence in Chicago and Washington, and in their travels in this country and abroad, have met many of the world's famous people. A considerable number of these they have brought to Goucher as lecturers before the College or guests at their receptions, and so have made it possible for residents of Baltimore and members of the college community to hear them and to meet them. Books and people are the hobbies of Dr. and Mrs. Robertson, and in the President's House, accumulated through the years, are prints and paintings, letters and inscribed books—"souvenirs amicaux"—treasured because of their associations.¹⁰

By night, through "The Lighted House," as students affectionately call the president's home, and by day, through the flowers in the windows, Mrs. Robertson sends a continuous message of cheer to the students, a message which they say is "alternately sympathetically encouraging and companionably gay, according to our mood."¹¹ In the equipment of an attractive new infirmary and the organization of an Auxiliary to maintain it, Mrs. Robertson has expressed in a specific way her constant concern for the welfare of the young women at the College.¹² Her acts of thoughtfulness are innumerable—chrysanthemums to a sick freshman, concert or theatre tickets to students far from home, tea to the secretaries in the president's office, and the same "cheer" to members of the Executive Committee.

President and Mrs. Robertson have manifested in many ways appreciation of loyal and efficient service by the colored employees. Mrs. Robertson gives an annual party to the laundresses just before Christmas, when the laundry is appropriately decorated.

Mrs. Robertson, like her husband, is deeply interested in literature, art, and music and has a long record of social service. She has made a special study of contemporary fiction and has delivered many addresses on that and other subjects to numerous clubs and societies in Chicago, Washington, and Baltimore.¹³ In Washington she was a member of the Council of the Girl Scouts and a director of the Scouts in the District of Columbia. She was on the Million Dollar Fellowship Committee of the Washington Branch of the American Association of University Women. She was also active in the work of the Church of the Covenant.¹⁴

Since she came to Baltimore, her chief interest has been the activities of Goucher College but she has served on the Board of Managers of the Babies Milk Fund Association, as a director of the Women's Civic League of Baltimore, as district chief for District 9 of the Community Fund Drive, as a member of the

Women's Committee of the Johns Hopkins University drive, as a member of the program committee of the Baltimore Music Club, as Honorary President of the Lizette Woodworth Reese Memorial Association.

President and Mrs. Robertson have one son, David Allan Robertson, Jr., who prepared at the Gilman Country School for Princeton University. After graduation with Phi Beta Kappa honors from Princeton University in 1936, he returned to Princeton as Fellow in English. In the spring of 1937, he was awarded a Henry Fellowship for study at Trinity College, Cambridge. In the autumn of 1938, he returned to the Graduate School of Princeton University as a Fellow in English.

After coming to Baltimore in 1930 as president of Goucher College, Dr. Robertson continued to work in various social and educational fields. The record of his services outside the College includes the following: he was appointed by the Governor of Maryland a member of the Baltimore Commission on Stabilization of Employment (1930), a member of the Executive Committee of the Baltimore Federation of Churches (1930-), an elder in Brown Memorial Church (1931-), vice president of the Religious Education Association of the United States and Canada (1931-32), chairman of the Committee on Qualifications of Phi Beta Kappa (1931-), in succession to the late Dwight F. Morrow, member of the Senate of the United Chapters of Phi Beta Kappa Senate (1931-), first vice president of the Goethe Society (1932), a member of the Executive Committee of the Association of American Colleges (1933-35); member of the Executive Committee of the League of Nations Association (1934-), member of the Maryland Committee on the Higher Education of Negroes, (1934-), chairman of the committee on the dictionary of educational terms of the American Council of Education (1934-), a member of the Maryland Committee on Mandatory Old Age Pensions (1934-35), a member and later chairman of the Commission on Higher Institutions of the Middle States Association of Colleges and

Secondary Schools (1935) and president of the Association (1936-37).

His Phi Beta Kappa activities are especially interesting. He was president of Beta of Illinois and Beta of Maryland, but he performed more important services as a member of a special committee of the Senate which established criteria and methods to be used in determining eligibility for Phi Beta Kappa. Since 1931 he has been chairman of the Committee on Qualifications, which recommends to the Senate institutions to receive charters for chapters of the Society.¹⁵

The Goucher Chapter of the American Association of University Professors on October 21, 1929, nearly seven months before they knew that Dr. Robertson was being considered for the presidency, voted that the following were desirable qualifications of a president of Goucher: (1) Administrative and financial ability, (2) broad religious sympathies, (3) ability to appeal to the interests of and to make friendly contacts with the Baltimore community, the press, other educational organizations, and eastern and southern people, (4) ability to co-operate; easily approached by students and faculty, (5) a wife who possesses social charm and an understanding of the place of a college in the community, (6) creative imagination and an open and liberal attitude toward the content and method of college education, (7) national reputation for scholarly interests.

Dr. Robertson's reasons for accepting the invitation to Goucher are indicated in his letter of acceptance, which was read at commencement by Mr. Edward L. Robinson, the acting president of the Board of Trustees. Dr. Robertson said that he was acquainted with the admirable educational record of the College and saw before it a great opportunity. He was convinced that the Board of Trustees was in sympathy with the high purpose of developing it to an even greater excellence; that they comprehended the rapidly changing conditions of American life and education, especially that of

women; and would be active in realizing the vision of Goucher's opportunity. He believed the faculty were ready for the experimentation and interpretation on which to build progressive educational policies. He said:

I am informed that the alumnae and students are sensible of their responsibility and eager to demonstrate their loyalty by cooperating in the development of a still finer Goucher. If they, while undergraduates as well as alumnae, will exhibit that high quality of scholarship and character for which their College has always stood, it will be possible to win for their Alma Mater, long called the Woman's College of Baltimore, the proud and generous support of that queenly city.¹⁶

The Baltimore News commented thus on the choice of Dr. Robertson:

He is a tried and trained, a broadly experienced educator. From his record he must be a good executive, both in affairs and among students. The high quality of his friends makes it plain that he can move among the leaders of men and be one of them.

So, in his choice, there is strong hope for four highly desirable, perhaps necessary, things:

That Dr. Robertson will raise the scholastic standards of Goucher even higher.

That he will carry the college to a new home and a broader scope of work at Towson.

That he will lead the college into the daily thoughts and feelings of Baltimore and gather those thoughts and feelings around the college.

That one more high intellect and strong, vigorous personality will be added to the life of this city.¹⁷

INAUGURATION

President Robertson assumed the duties of his office on June 16, 1930. His inauguration as the fifth president of Goucher College took place on Friday afternoon, April 24, 1931, at the Lyric, which was filled with an audience of 2500 people. Distinguished visitors, 250 in all, occupied seats on the platform. "England, Canada, and Switzerland, India, Turkey, Porto Rico, and Palestine, forty of the United States of

America, as well as two hundred and seventeen universities and colleges, were represented there, in addition to many educational societies and associations and individual savants."¹⁸

Mr. Edward L. Robinson presided at the ceremonies. Prayer was offered by the Reverend Edward Louis Watson, D.D., pastor of the Waverly Methodist Episcopal Church. Two internationally famous scientists were next on the program. An address on "University Women and International Relations" was given by Dr. Winifred Clara Cullis, professor of physiology at the University of London and president of the International Federation of University Women. Another address on "Education and Unemployment" was given by Dr. Robert Andrews Millikan, director of the Norman Bridge Laboratory and chairman of the Executive Committee of the California Institute of Technology. After these addresses came the formal induction of the President. Mr. Robinson presented him with the charter of the College as evidence of his authority while the audience first applauded vigorously and then rose and gave him an ovation. President Robertson replied: "Mr. Chairman and Members of the Board of Trustees, I accept this symbol of authority, and I pledge myself to devote my best energy to the fulfillment of the responsibilities which it represents."

"The Teacher" was the subject of the President's inaugural address. He commended the faculty of Goucher because they not only disseminated truth but discovered it and inspired the students to discover it. "The best teacher," he said, "is the leader of an exploring party, not the conductor of a tour. . . . On this occasion, in spite of the need of Goucher College for better physical conditions, in spite of our impatience to create an educational village appropriate to the beautiful Maryland landscape provided at Towson and useful to our teachers and excellent body of students, I have chosen to emphasize the importance to our institution of the teacher—the teacher who is master of his subject, able to teach so that his students will

get not only departmental information but that full inspiration and discipline represented by the purpose of the College as a whole, possessed of the desire to add to the sum of human knowledge through the discovery of truth, prompt and effective in administrative duties, generous and expert in public service."

Goucher College considered that this was a suitable occasion to honor four women who were distinguished for their literary or scientific achievements. Miss Lizette Woodworth Reese, Baltimore's lyric poet, was presented to President Robertson by Professor Annette B. Hopkins to receive the honorary degree of Doctor of Literature. Dr. Florence Rena Sabin, of The Rockefeller Institute of Medical Research, formerly professor of histology in the Medical Faculty of Johns Hopkins University, was presented by Professor William H. Longley to receive the honorary degree of Doctor of Laws. Dr. Winifred Clara Cullis, head of the department of physiology at the School of Medicine for Women in London and professor of physiology in the University College, London, was presented by Professor Jessie L. King to receive the honorary degree of Doctor of Laws. Lou Henry Hoover, (Mrs. Herbert Hoover) a leader in social service in the old world and the new, and a Latin scholar who translated *De Re Metallica*, was presented by Professor Thaddeus P. Thomas to receive the honorary degree of Doctor of Laws.

After the conferring of degrees, the song of the College, *Almae Matri*, was sung, and the benediction was pronounced by the Reverend Thomas Guthrie Speers, pastor of the Brown Memorial Presbyterian Church.

In the evening six hundred and twenty-five guests assembled at a dinner in honor of President and Mrs. Robertson at the Lord Baltimore Hotel. Mr. Edward L. Robinson, acting president of the Board of Trustees, presided. The Reverend Harris E. Kirk, D.D., professor of Biblical literature in Goucher College, was toastmaster. The Right Reverend Edward Trail

Helfenstein, D.D., Bishop of Maryland, was chaplain. The speakers were the Honorable William F. Broening, Mayor of Baltimore, Dr. John H. Latané, professor of American history at the Johns Hopkins University; Dr. Charles R. Mann, director of the American Council on Education; Dr. Winifred Clara Cullis; Dr. Florence Rena Sabin; Miss Lizette Woodworth Reese; Mrs. Henry Evans Corner, president of the Alumnae Association; Miss Virginia Dillon, president of the Students' Organization; Dr. Katherine Jeanne Gallagher, professor of history at Goucher; Mrs. David Allan Robertson; and, finally, President Robertson.

Commenting on the important effects of the inaugural ceremonies at the Lyric, Dr. Annette B. Hopkins said: "No one present who could see and hear could have come away without a new consciousness of Goucher's place in the educational world and in the community of Baltimore. To those particularly close to the College it was an occasion for profound pride, for gratitude, for resolves that this splendid pomp and pageantry should be an incentive to all concerned to carry Goucher on through still higher stages of growth into still wider fields of usefulness."¹⁹

One effect of the inaugural ceremonies was that Goucher had more publicity than ever before, resulting in an increased demand for catalogues. Two motion picture corporations were active at the Lyric taking pictures, three gave nation-wide radio broadcasts, and four furnished press services. It was estimated that over five million people "listened in" at the ceremonies. The Paramount news reel showing the conferring of an honorary degree on Mrs. Hoover was shown in seven thousand theatres here and abroad. The Fox film was shown in eight thousand theatres.

REORGANIZATION OF THE FACULTY

If "to renew one's self is to live" as José Rodó the greatest of Latin-American philosophers has said, then Goucher Col-

lege has had an abundance of life. Dr. Froelicher in his acting presidency, remarked: "This college has been founded twice, once in the early days under the leadership of Dr. Van Meter and Dr. Goucher, and a second time under Dr. Guth." Had Dr. Froelicher lived he would undoubtedly have added a third founding: that under President Robertson. In all cases the fundamental ideals have been the same—those of the earliest times—but by changing means adapted to varying conditions, their realization has been made increasingly possible.

During the short space of the eight years of President Robertson's administration, there have been many developments, some of them of major importance, some of minor, but all of them working together to make an educational institution better suited to the needs of an educated woman in the world of today. A list of the topics to be considered in this chapter shows the variety and extent of the happenings in the years 1930 to 1938: the reorganization of the faculty, the development of a new plan of admissions, important and fundamental changes in the curriculum, other academic changes, new plans for publicity, financial problems of depression years, the loss of members of the faculty and of the trustees by death, the reorganization of the museum, the rehousing of the library, and of the infirmary, the establishment of a Recreation Center and a Cooperative Hall for the students, the beginning of alumnae giving to the College through the Alumnae Fund and the arrangement of Adult Education courses by the Alumnae, the observance of important dates connected with the fiftieth anniversary of the founding of the College, the renewal of friendly relations with the Baltimore Conference of the Methodist Episcopal Church, the reorganization of the Board of Trustees and the formulation of important plans for the future development of the College.

President Robertson spent the summer of 1930 studying the records of Goucher College. So fruitful was this work, in the light of his previous experience, that when he addressed the

Board of Instruction at his first meeting with them, on September 29, 1930, he brought valuable suggestions for the development of the College in educational, organizational, and financial ways. And for the realization of these plans he asked for the cooperation of his "colleagues." "Cooperation" said he "is a two-way street, from me to you and from you to me." For the attainment of the objectives set before them, he stated that he considered the personnel of the faculty entirely adequate, since they were masters of their subjects and of the art of teaching, and skilled in research and in administration and in public service. But it was no easy task to which he summoned them, for he asserted his belief in "centralized control with decentralized responsibility," and that, he pointed out, would mean more administrative work for the faculty.

In the earliest years of the College, the faculty small in number, carried on its work as a single body. In 1891, two branches were created, the Board of Instruction, which included all members of the teaching staff but had no legislative power, and the Board of Control, the body of power which was made up of professors and such others as the president might name.²⁰ For forty years the faculty functioned under this arrangement, with some discontent at times from its more democratic members,²¹ but there was no change until the first year of Dr. Robertson's presidency. A committee on academic reorganization under the chairmanship of Dr. Curtis on February 9, 1931, brought in a report embodying five different plans, ranging from the most progressive to the most conservative.²² At first the extreme plans received the highest number of votes—the same number for each—and the intermediate plans very few. There were many meetings for discussion, and finally on May 20, 1931, the President, having been appealed to, summed up the relative advantages of large and small legislative groups. He said "we could be assured of being in the line of progress if we had a large group with established standing committees and an executive council." Thus interpreted,

the progressive plan was adopted and the Board of Trustees, approving the report from the Board of Control, set up:²³ the College Faculty and the President's Council. The Faculty, according to the By-laws of the Board of Trustees, consists of "the President, the Dean, the Professors, Associate Professors, Assistant Professors, Instructors, and such other members of the staff of administration and instruction as may be designated by the President. Instructors in their first three years of service have no vote. The Faculty decides all matters of academic policy, passes upon candidates for degrees and for fellowships and determines such other questions as the President may lay before it."²⁴ The President's Council consists of "the President, *ex-officio*, the Dean, *ex-officio*, and such other administrative officers, not to exceed three, as may be designated by the President; and nine members of the instructional staff of whom one third may be elected by the Faculty. For members elected by the Faculty the term of office is three years, one member retiring each year."²⁵

These changes resulted practically in an extension of the academic franchise. At the same time other legislation relative to appointment, promotion, and tenure was passed and a procedure in accord with the most modern policy and practise was set up:

The term of initial appointment to the Faculty shall be at the discretion of the President. After three years of service, a member of the Faculty of whatever rank shall have indeterminate appointment subject to the provisions of the following paragraph:

There shall be a faculty committee regarding dismissals. This committee shall consist of five Professors elected by ballot by the Faculty for a term of five years, one member retiring at the end of each year and not subject to immediate re-election. Any member of the staff above the rank of Instructor, and any Instructor after three years of service, whose dismissal is under consideration, shall at his request be entitled to a hearing before the President and this committee. The committee's report and also the President's recommendation, if it be at variance with that of the committee, shall be laid before the Board of Trustees before final action in the case is taken.

Recommendations for promotion in rank shall be made by the President after consultation with the department concerned.²⁶

The faculty in the few years following the reorganization had to pay the price of democracy by attendance at many committee meetings. The gradual reduction, however, in the total number of standing committees has made this work lighter; in 1932, there were twenty-eight committees;²⁷ in 1934, twenty-one;²⁸ in 1937, ten.²⁹

During Dr. Goucher's administration, there was no by-law on the subject of the succession in the event of illness or death of the President, but the custom was for the Dean to exercise authority when the President was absent. In Dr. Noble's administration, in 1910, what had been customary was made law and the Dean became "the second executive officer of the institution" with duties to be defined by the Executive Committee in consultation with the President. However, some duties were defined by the by-laws, one of which was to preside at meetings of the Board of Control and the Board of Instruction in the absence of the President. In 1914, during the first year of President Guth's administration, the clause which says that the Dean shall be the second executive officer of the institution was omitted. On October 3, 1927, the clause which says the Dean shall preside at meetings of the Board of Control and the Board of Instruction was omitted and on the same day a new by-law was adopted which says that "In the event of the disability of the President of the College to perform the duties of his office the President of the Board of Trustees shall be empowered to call a meeting of the Executive Committee to provide for the uninterrupted operation of the institution." In President Robertson's administration the College repealed the by-law quoted above and adopted two others. One of these provides that "The Executive Committee may be called by the President of the Board of Trustees, by the President of the College, or by three members of the Executive Committee."³⁰

The other provides:

In the event of the death of the President, or his incapacity through illness to perform the duties of his office, the Dean of the College shall imme-

diately (with the approval of the Executive Committee), become acting president, with the powers and duties incident to such office as prescribed by the By-laws of the College, pending further action by the Executive Committee.

Power is granted to the Executive Committee as a continuing power to appoint the Dean or other person acting president in the event of the death, incapacity through illness or absence of the President and to revoke such appointment without notice. The general power of the Board of Trustees to elect or appoint the officers and agents of the college is not abrogated, but is reserved.³¹

REORGANIZATION OF ADMISSION PROCEDURE

At the same time that the committee on the reorganization of the faculty was at work there was another group—the Admissions Committee—studying better methods of admission. Their report, adopted February 2, 1932, contained recommendations for important changes in entrance requirements and administration of admissions.³²

In brief, graduation from an approved secondary school, recommendation by school principals, an acceptable score on a scholastic aptitude test, satisfactory health record, and favorable personality reports are now factors in the selection of Goucher students. The personality reports are of the type developed by the American Council on Education Committee on Personality Measurement, of which President Robertson was chairman. Whenever possible, a personal interview with the applicant is secured. The College also admits students of irregular or unusual preparation, who show promise of ability to carry the Goucher program because of the quality of their preparatory work, their scholastic aptitude test, and excellent recommendations. Through this liberal policy, the College is easily able to cooperate with the Progressive Education Association experimental program.

Admissions are now administered by a director of admissions and an Admissions Committee made up of the Dean, six members of the faculty, and the Director of Admissions.³³

Financial exigencies delayed the appointment of the Director of Admissions until 1934, when on recommendation of the President, the Executive Committee created that office and appointed Dr. Naomi Riches to fill it.³⁴

The Registrar, Carrie Mae Probst, '04, was a member of the Committee on Admissions that set up the new procedure. In appreciation of her value to the committee and of her long service to the College in handling admissions, resolutions prepared by the committee were read by President Robertson at commencement, 1934, which, in part, are as follows:

Her memory of intricate detail, her knowledge of schools and of laws and of precedents, her shrewd analyses of situations and of persons, her skill in handling complex problems, her unflagging devotion to tasks that could have no time limit—all these we have grown to know; but most of all we have admired her unfailing devotion to the College combined with her sympathetic concern for the applicant as a human being. Complicated as the machinery of admission must inevitably be, Miss Probst has never once lost sight of the fact that a young, eager girl was at the center of each case and that she deserved and should receive consideration as from the hands of justice itself. How difficult such attainments are and how well Miss Probst has succeeded in them, the Committee has learned with its own increasing experience.

The new curriculum and the new time schedule, to be treated later, increased administrative work in the registrar's office, and with the setting up of the new admissions requirements, Miss Probst was left free for these larger responsibilities.

By these changes in the admission requirements, it was hoped that something already good would be made better. That the previous methods of selection had been effective is evidenced by the fact that a high percentage of those who entered continued until they received the degree of bachelor of arts. In the *President's Letter*, February 5, 1934, Dr. Robertson stated that only one freshman had been dropped on account of unsatisfactory record and one sophomore advised to withdraw; warnings had been received by fifteen freshmen, sixteen juniors, and three who entered from other colleges. "Apparently," said the President, "the college admission

requirements have selected students who not only can succeed in college, but who are determined to do so."

Of his deep personal interest in the selection of students Dr. Robertson wrote in the *Goucher Alumnae Quarterly*: "As President, I wish to add one word more. The master of an Oxford College selects the students for his own college. I found that out some years ago in the office of the Overseas Secretary when I examined a basketful of credentials of American students who had been accepted or refused admission to Oxford colleges. Some American institutions are interested in reproducing in the United States the architecture of Oxford. I am more interested in the Oxford respect for the individual. So I determined then that if I ever became president of a college I would give to the selection of student as much attention as I discovered that the Honorable H. A. Fisher, Sir Michael Sadlier, and the Master of Balliol gave to choosing members of their colleges. . . . That is why I am glad to give my own attention to applications for admission."³⁵

REORGANIZATION OF CURRICULUM

The reorganization of the faculty and of admissions prepared the way for the most important educational achievement of this administration—the reorganization of the curriculum. "The story of the evolution of the Goucher curriculum," said Dr. McCarty, "is interesting both in the ways in which it follows and reflects the traditions of each period of its history and in its several courageous breaks with tradition."³⁶ One of those "courageous breaks" came in President Robertson's administration. He was keenly aware of, and interested in, all the challenging discussions of the day regarding higher education, and one of his chief reasons for accepting the presidency of Goucher College was that it presented "an opportunity for studying and helping to work out a solution of a very important American educational problem."³⁷ "The size and quality of the college," he wrote, "affords a first rate labo-

ratory for testing out the educational program.”³⁸ In his first address to a Goucher audience given at the opening chapel service in 1930, and entitled “Mint Leaves and Weightier Matters,” Dr. Robertson made it clear that he was not afraid to try “new devices in education.”³⁹

From his extensive study of the college problems President Robertson might have worked out alone an educational plan and presented it to the faculty for acceptance. But his way was a more democratic one, and, considering the group with which he had to deal, a more effective one. He had been attracted to Goucher College not only by the educational problem but by the “imagination, scholarship, freedom, and energy”⁴⁰ of the faculty. His confidence in them was not misplaced for in less than a month after college opened he was able to write of the faculty: “They are showing a wonderful spirit in attacking some of the problems of the educational program.”

Some of these problems President Robertson put before the faculty at his first meeting with the Board of Instruction, September 29, 1930. From the minutes of that meeting there is this account of what he said:

In present day American education our program as teachers is to get hold of the individual student, make an analysis of his abilities, then guide him in his development. Our practice thus far at Goucher has been in the right direction. We are small enough to do a really notable piece of work on the measurement of personality. One of our problems is to determine what characterizes “a graduate of Goucher College.” Let us work out an educational program in this institution that will capture the imagination of business men in Baltimore, New York and elsewhere; we should then have little difficulty in realizing our dream of the future. . . . Our educational program is more important than our architectural future.

At the second meeting with the Board of Instruction, December 1, 1930, the President asked the questions: “What do we want a Goucher graduate to be? What are our objectives? What are we trying to accomplish?” After discussion

it was decided that department by department the faculty undertake the study of the general and departmental objectives. Their formulation was in itself an educative and broadening process. For a year the faculty discussed the aims of Goucher College in terms of life activities and of departmental purposes in relation thereto.⁴¹

Thus was begun the work on what was called afterwards "The New Plan"—"The Goucher College Plan." It was considered first by the curriculum committee, and then by the full faculty. The second semester of 1933-34 broke the record for faculty meetings. There were fifteen; five in April, six in May. On May 14, 1934, the new curriculum was adopted by the faculty with a vote of 55 to 4.⁴²

While the curriculum committee was still at work on the revision it held a conference with representatives of the student body, meeting with College Council and candidates for honors to discuss certain problems. Before the final decision of the faculty was made in relation to the New Plan, it was presented at chapel by President Robertson, and an invitation to comment on the proposals was given to all students. In the May number of the *Goucher Alumnae Quarterly*, the President at the close of an article "Curriculum Proposals" extended the invitation to comment "to all alumnae." Thus in the most democratic way possible the curriculum revision was carried through. It afforded a fine example of the type of Dr. Robertson's leadership. The sane radical has his uses but he goes so fast that few can keep up with him. The conservative does not go at all. The reactionary goes backward. The moderate progressive goes forward at a pace which the majority can attain and maintain. But while the method of revision at Goucher College was gradual, the purpose was radical in the best sense of the word. It went to the roots of the problem.

A discussion of the content of the "Goucher Plan" may be found in Chapter IX, "The Development of the Curriculum."⁴³ A simple statement of it is found in a message that President

Robertson broadcast over a Baltimore station, November 6, 1935:

To the question "What is college for," the answer of Goucher College is not in terms of semester hours or required courses, but in terms of the life activities of an educated American woman of today and tomorrow, in terms of realistic objectives of general education towards the attainment of which we require each student to make some progress.

These eight objectives are: 1. to establish and maintain physical and mental health, 2. to comprehend and communicate ideas in English and a foreign language, 3. to understand the scientific method in theory and application, 4. to understand the heritage of the past in its relation to the present, 5. to establish satisfying relations with individuals and with groups, 6. to utilize resources with economic and aesthetic satisfaction, 7. to enjoy literature and the other arts, 8. to appreciate religious and philosophical values.

Reasonable progress towards the eight objectives is required by the end of the second college year.

How does this requirement differ from requirement of courses? The difference is the same as that which exists in the American army between commands and orders. A command must be executed at once in a prescribed way. 'Shoulder arms,' 'Forward, march,' 'Halt,'—these are commands.' Orders are statements of objectives to be attained, with responsibility for finding ways to attain the objectives placed upon the person to whom the order is given. . . .

The attainment of the eight objectives of general education is the responsibility of the Goucher Student. She may take a course that will help her to attain the first objective, but she is not required to take Physiology 1. She may have had training at home if the daughter of a physician who afforded her the opportunity to know how to maintain her physical health. Moreover, she should have more than knowledge. A student may have excellent knowledge of nutrition; but if she eats the wrong things for her, she can hardly be said to maintain physical health. So all the influences that affect a student inside the class room and outside of it, inside the college and outside of it, may help or may hinder the student in establishing health habits. We are interested not so much in a course in physiology or biology or psychology as in the maintenance of physical and mental health. To measure that we consider all available evidence—the general examination at the end of the second college year, the examinations in courses, the medical examinations and records, and the judgments of all those who have had the opportunity to observe the student.

So with the other objectives. . . .

Does the absence of required courses mean that a student is entirely free to study anything she pleases? That is what the elective system permitted. It failed. The Goucher plan provides for freedom under guidance. Practically an individual curriculum is worked out for each student. This is based on the student's known achievements in various fields of knowledge and upon her interests and aims. She has the advantage of intimate conference with a guidance officer who has access to all the information about her—high school and college records, personality reports, etc. The guidance officer, with an understanding maturer than that of the student, is generally able to guide the student wisely and to enlist the student's will in her program. When the student's will is engaged, there is little difficulty with studies. . . . The place of the will in progressive education is most important as a motivating factor. . . .⁴⁴

President Robertson in another connection referred to this latter factor in these words: "Its importance is shown in all of the memoirs written by people important enough to write their memoirs. The thing we want to get is the self-starting of the student. We work for that golden moment when a Woodrow Wilson takes his education into his own hands, or an Edmund Burke or a Bismarck. It is that instant when the student becomes responsible for her own education that we are striving for, teacher and student."⁴⁵

Under the New Plan, the College is organized into an Upper and a Lower Division. In the Lower Division, or the first two years of college, there are offered courses concerned chiefly with the laying of broad foundations in certain fields of knowledge useful to every educated American woman in living her life. In the Upper Division, or third and fourth years, courses are pursued affording opportunity for a more intensive study in at least one field of special interest to each student. Separation between the two divisions is not, however, absolute. Students of exceptional ability are given opportunity throughout the four years to pursue independent study suited to their capacity.⁴⁶

The New Plan is in harmony with recent tendencies in such institutions as Colgate, Minnesota, Buffalo, Columbia, Swarth-

more, Toronto;⁴⁷ it has some of the features found in a small number of the most progressive colleges. Said Professor Florence P. Lewis: "It is eclectic but not imitative; it is not radical nor subversive; it selects some of the new devices which seem to have good in them and adapts them to supporting and furthering the purposes of the solid old structure that has stood for fifty years."⁴⁸

Under this new curriculum the student's road to a degree is no easier than it used to be, but "it comes nearer," wrote R. L. Duffus, "to the ideal of education as an inner experience as contrasted with the mere satisfaction of requirements imposed from without."⁴⁹

President Robertson, in discussing the principal distinguishing feature of the Goucher College program, said that it lay in "the emphasis on the objectives. Other institutions have allowed the individual freedom to organize his own curriculum. Other institutions have also provided guidance officers in the form of tutors or preceptors. The Goucher College program affords the student freedom under guidance, and encourages the student to make her entire experience inside and outside of the classroom contribute to her attainment of genuine life purposes."

To the Alumnae Council of 1937, President Robertson brought interesting proof that the Goucher Plan met the needs of an educated woman of today. In 1935 one hundred alumnae of all periods were questioned as to how their work at Goucher had fitted them for life. They were asked what modifications of the curriculum of their day would have served better their needs as revealed later. Their answers, studied by Dr. Elizabeth Nitchie, brought out the fact that the curriculum of today would have supplied the lacks which some of the alumnae had found.

In the working of the New Plan, the system of faculty guidance officers is of central importance. Though Goucher College had always emphasized work with the individual student

before the present administration, the details had not been worked out to make it function most effectively. "Goucher College," says Dr. Esther Crane, "now plans to give the same thoughtful attention and careful advice to the brilliant and well-behaved student, as she, like all other colleges, once gave only to stupid, unruly, or obviously maladjusted individuals."⁵⁰ Some thirty or more specially appointed guidance officers⁵¹ from all ranks of the faculty assume the supervision of from five to ten students in the Lower Division as part of their regular teaching load. They concern themselves with the student's choice of courses, consult frequently with her about her special problems and find out all they can about her. Thus a valuable body of information is gained about each student. "The enlarged scope of the records available on each student," commented Dean Stimson, "seems to me to be one of the most important improvements made by the present administration."⁵²

Of the appreciation of this guidance system by the parents of the students, of its value to the guidance officers themselves, as well as to the young women, Dean Stimson in her annual report for 1934-35, says:

This new guidance officer system with its definitely official aspect superseding the somewhat casual social one of the old faculty adviser system for freshmen, was planned to give each student much more individual and detailed attention than had been possible for her when the dean alone had been doing the academic advising of the new students. This purpose has been accomplished. In addition in many cases a developing friendly relationship between officer and student has brought each into the other's home and has been continued during the summer by correspondence. Appreciation of the relationship by the students' families was apparent at the evening reception in Goucher Hall May 8th when, at the invitation of the Faculty Club, parents of students in the lower division were invited to meet the President and the members of the faculty. Many came. The success of this meeting should mean the development of similar occasions in future years when the parents and the instructors of the students may meet and discuss college affairs freely. The guidance officers themselves have gained an insight into the individual student's problems, personal and academic, that

has been an eye-opening experience in some instances and in others has benefited the guidance officer in handling his or her own class-room problems. . . .

Dr. Crane, in a paper, "Academic Dietetics," *Journal of Higher Education*, April 1936, has given examples of the value of the guidance officer to the individual student as follows:

The majority of the students . . . are taking much the same courses they have taken in the past. . . . In many of these cases the new system has justified itself, however, because the guidance officers have been able to explain more clearly the purpose of those courses which were once required and have made the student believe that they could contribute something valuable to her own individual development, whereas in the past these courses tended to be taken as mere requirements, to be "passed off" as easily as possible. Thus one Freshman who declared that she could not endure the idea of taking science, was allowed to begin the year without any science course. Her guidance officer, however, talked with her at length, found that she was unusually interested in music, and on that basis built up an interest in a non-technical course in sound, which is given by the physics department. By the second term, the student was voluntarily enrolled in the regular course in freshman physics. Surely the new motivation will make that physics course a more valuable experience. . . .

Since every candidate for a degree needs to be able to appreciate beauty in some form, each guidance officer talks over with a student her ability to enjoy literature, art and music, and the methods of utilizing for her development the opportunities offered by the courses given in the college and by the rich resources of Baltimore's libraries, museums, concerts, and theaters. If the student takes a course in literature or in art she is encouraged to ask herself, "What do I see of beauty now that I did not see before? What books do I enjoy reading or what pictures do I like that meant nothing to me before?" rather than, "What mark did I get in that course?"

Under a curriculum so planned and directed no student at Goucher could voice the criticism made by Lincoln Steffens in his *Autobiography*: "No one ever developed for me the relation of any of my required subjects to those that attracted me; no one brought out for me the relation of anything I was studying to anything else, except, of course, to that wretched degree."

In the Goucher Plan, course marks are not abolished, but

ideally they play a secondary rôle, while under the guidance of a mature mind the student places her primary emphasis upon the objectives of her education.

At the same time that the curriculum reorganization was effected, there were also important changes in the time schedule.⁵³ A three-term system instead of the semester was adopted with course examinations scheduled on three days at the end of each term. To the great satisfaction of the students, Saturday classes, which had been introduced in 1916-17, were omitted.⁵⁴ Students now ordinarily carry three courses, each meeting four times a week. This greater concentration in the number of subjects studied at one time, according to Dean Stimson "has provided the framework for more thorough work and a better concentration of effort."⁵⁵

The new curriculum, put into operation in the fall of 1934, was optional with the students. It was difficult to manage the new and the old plan simultaneously, but the combination avoided the opposition which a sudden change might have caused. A majority of the students elected to follow the new plan. Of the entering freshmen only one student selected the old plan, and by the end of the year she transferred to the new.⁵⁶ It was natural that few seniors would accept it—only seven percent did so, but seventy-one percent of the juniors accepted it, and sixty-five percent of the sophomores.

The student body as a whole were enthusiastic about the New Plan. Their interest in their work was shown by the fact that on one Wednesday some five hundred and fifty students out of a total enrolment of six hundred and thirty used the library.⁵⁷ Members of the faculty found a new delight in their work and made over many of their courses. Dean Stimson in commenting on certain developments the first year that the Goucher Plan was in operation said:

Most conspicuous has been the enlivening of the faculty. Almost without exception they have participated with zealous enthusiasm in every detail in which they have shared. Though they have grumbled over the time

demanding by committees, they have actually asked for more frequent guidance officer meetings, for example. There has been an excitement in the air all year. . . . This enthusiasm gave added interest to college activities and of course vitalized the classroom. The students, especially the more thoughtful ones, have appreciated the work the faculty were doing and have gladly adventured with them in the New Plan. In consequence there has been an excellent spirit throughout the college which should be reflected in a larger than usual return of old students this coming fall. . . .⁵⁸

The prophecy with regard to the return of old students was fulfilled. In the fall of 1935, the number of returning students broke all previous records; about eighty-six percent came back as against from eighty to eighty-four percent in previous years. The new curriculum had succeeded in holding the interest of old students.

This new educational program had extensive newspaper publicity with releases in four hundred and nine papers and a number of special articles. Favorable comments from college presidents and other educators came to the president's office. From the curriculum committees and executives of some sixteen American universities, colleges, and secondary school systems came requests for further information. From a woman's college in China and a Graduate School of Social Work in India, came a query based on an article about the Goucher Plan in the *New York Times*. The faculty and the President were to be congratulated on the successful launching of this important educational venture. As Margaret S. Morris, '04, said in her report to the Alumnae Association as senior alumnae trustee "it takes courage and initiative on the part of a faculty to plan and put through such drastic curricular changes, and that is a sign itself of the vitality and power of the faculty of Goucher College." Though the working out of the New Plan was a joint enterprise, it is recognized both within and without the College that Dr. Robertson was its originator and leader.

In the unfolding of the new curriculum, President Robertson recognized not only the danger of failure but the danger of

success—the period when the very success of a plan leads people to take its operation for granted, and when the whole plan gets into a rut. For him the work was not finished. “Fortunately,” he wrote, “we do not conceive our plan to be perfect. Even if we are successful we shall continue to seek improvement. If at first we *do* succeed, we’ll try, try, again.”

MINOR ACADEMIC DEVELOPMENTS

Though the most important educational achievement of this administration is the setting up of the New Plan itself, there have also been minor academic changes or developments, some of them connected directly or indirectly with this major change and some having other origins. The list is too long to include all the items and space forbids any lengthy discussion, with one exception, of those mentioned, but a few of them need to be considered briefly.

In February 1933, Miss Rutherford, assistant professor of psychology, was appointed consulting psychologist in connection with the dean’s office and under her direction freshmen have been encouraged to organize their time and are shown methods of work that have in many cases eased their tension.⁵⁹ The graphs accompanying her reports illustrate vividly the assistance that her work has been to those who have cooperated with her.

The work of the psychological counselor in remedial reading has been of special interest. Among women’s colleges, Goucher and Smith have been pioneers in using the modern device of watching eye movements for testing speed and comprehension in reading. Not only is this work helpful to low grade students, but it increases the efficiency of high grade students as well.

Among first year students at Goucher College, as in many other educational institutions, there was found some ignorance of ordinary mathematics. To remedy this, individual work in the kind of mathematics necessary for physics, chemistry,

or biology, or the keeping of a budget has been offered. Work of this kind fits admirably into the New Plan with its emphasis not on credits and courses but on objectives. Similarly motivated, though on an entirely different level, is the foreign language study undertaken by Goucher students as an extra-curriculum activity: Greek read with Dr. Braunlich, and fairly simple journal articles in French and German translated by chemistry students.⁶⁰

Starting early in the fall of 1931, Dr. Robertson's proposal to make the major system more elastic by not limiting majors to one department was developed further under the New Plan. To be able to combine courses of vital interest to the individual student and make a new major was a delight to those working in such fields as international relations, comparative literature, classical civilization, social welfare, statistics, public health.⁶¹

In common with most of the privately endowed women's colleges, Goucher introduced the use of honors work.⁶² The awarding of general honors, discussed in the acting presidency of Dr. Stimson,⁶³ was formulated as a policy on December 8, 1930. Thereafter, at the opening assembly in the fall, the lists of students whose academic record warranted such recognition, in number not to exceed fourteen percent of each class, were read, and afforded at the very outset of the year a powerful stimulant to scholastic effort. Later President Robertson called attention to the desirability of specific honors for specific excellence as well as general honors for a high general average. On April 20, 1931, the faculty made provision for departmental honors, which, in connection with the New Plan, they modified on May 4, 1934, and called special honors.⁶⁴ These honors are for individual, independent work of distinguished quality. "It is impossible to overestimate the value of studying gamma ray spectra under a woman who has just spent a year in the laboratories of the Kaiser Wilhelm Institute in Germany, or the theory of inheritance with a man who has made an enviable reputation by his special studies in heredity,

or problems in prosody with an authentic poet.”⁶⁵ A student working on the Chaco boundary dispute spent every Monday afternoon in the map division of the Library of Congress, where she discovered two maps pertinent to the dispute, and said to be unknown to either disputant.

The privilege of auditing classes either regularly or occasionally was given to seniors in 1931-32 and later, May 28, 1934, was extended to juniors and sophomores with the written permission of the instructor and the Dean. In 1937-38, nearly one third of the seniors availed themselves of this opportunity.

In the second semester of 1932-33, the opportunities, available to Baltimore women of serious purpose, for pursuing courses at Goucher College as “unclassified students” were given wider publicity.⁶⁶ The majority of the women thus enrolled are college graduates.

In 1933, also, President Robertson following the custom long in use at Oxford and Cambridge, and practiced at Harvard, Yale, and Vassar, established at Goucher the method of administering halls of residence through faculty members. President Robertson was personally acquainted with this system having been in charge of two different halls at Chicago where the plan had been used for some years. The first step in introducing the new system was taken by organizing the largest hall, Vingolf, under the leadership of Dr. Assunta Vasti, instructor in physiology and hygiene, and Miss Ruth C. Child, instructor in English. Miss Frances Conner, student counselor, had always been the head of Hunner House. In addition to these two halls, in 1937-38 two others were in charge of faculty members—Mardal and Foster. President Robertson considers that the plan has worked well at Goucher, and the students are pleased, one of them at Vingolf the first year writing thus: “I think that, as a whole, the Vingolf girls are very much pleased at the outcome of this experiment.”⁶⁷

Experiments of interest to all concerned with higher educa-

tion have been undertaken by departments: the department of chemistry has organized a course of high standard for non-technical students; the department of economics and sociology, one in the economics of consumption; the department of Romance languages has developed placement and achievement tests for French and arranged individual summer reading courses in French, Spanish, and Italian. The German department, also, gives placement tests and offers a summer reading course. The classics department offers summer reading courses.

There have been many illustrations of interdepartmental cooperation: students in eighteenth century literature have supplemented maps of 18th century London by photographs of views and buildings from the collection of the department of fine arts; a student in the department of political science, majoring in the department of fine arts, received permission to study mural painting from the point of view of political propaganda as her supplementary work in political science; Professor Kelley of the department of chemistry arranged for fine art students a session in the chemistry laboratories on the techniques and materials of painting, allowing them, after watching the manufacture of the pigments by chemical processes, to make from the dry powdered pigment, a stick of pastel, a sample of tempora, a bit of water color and of oil paint.⁶⁸

The developments in both art and music in this administration require a more lengthy treatment. In the early days of the College, art in the form of painting, modeling, and design, and music, for the most part in the form of applied music, had a place among the courses offered.⁶⁹ This work, at first with no academic entrance requirements and not of collegiate grade, became "a veritable step-child in academic tradition"⁷⁰ and was given up entirely after about a decade and a half. Art, however, came back into the College through lectures by Dr. Froelicher on its history and appreciation. Registration

in the German department at the time of the World War was so depleted that Dr. Froelicher was able then to devote almost his entire time to art, increasing the number and scope of the courses relating to it. After Dr. Froelicher's death, Dr. Eleanor Patterson Spencer, with experience in the Fogg Museum of Fine Arts at Harvard and a doctor's degree from Radcliffe, was appointed full time instructor in art with the title of associate professor; in 1936 she was advanced to the rank of professor.

To the college equipment for the teaching of fine arts, which includes library works, photographs, some four thousand lantern slides, and some originals, with an especially fine collection in Egyptian and American archaic pieces, there is added the special advantage of the art collections in Washington and Baltimore. In particular, the valuable collection of the Walters Art Gallery offers an unusual laboratory or classroom for the Goucher student of fine arts.⁷¹ The proximity of the two institutions and the friendliness between them make this collection easily available. The development of the relationship between the two institutions was strengthened by the appointment of Mr. George Heard Hamilton of the Walters Art Gallery as assistant in fine arts in Goucher College, 1935-36.

The Baltimore Museum of Art has also been of special help to the art students of Goucher, not only through its exhibits of famous collections and the access to its valuable prints, but also through its permission to use its workroom and equipment. One year each member of the class had a chance to make an etching, the resultant prints, and a linoleum block print for herself.

Visiting professors have been of great value in the department of fine arts. Richard Lahey, director of the Corcoran School of Art in Washington, has conducted a studio course in painting since 1936. Professor Jakob Rosenberg, formerly curator of the Print Room of the Kaiser Friedrich Museum of Berlin, conducted a half-course in Dutch Painting of the

Seventeenth Century, and delivered two popular lectures on Rembrandt, Frans Hals, and other masters of the period in the winter term, 1936-37. Robert Treat Paine, Jr., associate in the department of Asiatic art of the Museum of Fine Arts, Boston, gave a course in Japanese and Chinese Art in January and February, 1938.

Through the commendable zeal of Dr. Spencer, there have been many art exhibitions at the College, some in Goucher Hall, some in the common room of the library: a collection of the works of modern artists secured through the courtesy of the College Art Association of America; an exhibition of German prints sponsored by the Carl Schurz Memorial Foundation; an exhibition of Modern Hungarian Painting; a collection of Picasso drawings; a black and white exhibit showing a great variety of subject matter, technique, and artists, and lent by the Baltimore Museum of Art; and again two years later, another display of black and whites by the Artists Union of America; a series of One-Picture Exhibitions circulated by the Museum of Modern Art, New York—Paul Cezanne's portrait, "Madame Cezanne," Renoir's "Le Moulin de la Galette," Gauguin's "Tahitian Idyll." Occasionally, there is also an exhibition of the work of a Goucher alumna, as when Gretchen Hochschild, '10 (Mrs. Charles Austrian) displayed her paintings, some of which gave to Goucher students glimpses of familiar Baltimore scenes in picturesque streets and old markets. Not so long ago a fine arts class had an exhibition of articles costing less than twenty-five cents, ranging from jewelry to cold-cream jars, in good taste and in bad, all displayed with the hope of showing young women that fine design can be obtained at a low cost.

At the time of the Maryland Tercentenary, Dr. Spencer conceived the idea of having a two-day Institute of the Arts of Early Maryland. It was held on November 23 and 24, 1934. Illustrated lectures on "Colonial Architecture of Maryland" by Henry Chandlee Forman, on "Baltimore Architecture

of the Greek Revival Style" by D. K. Este Fisher, Jr., on "Early Maryland Silversmiths and Their Work" by J. Hall Pleasants, lectures on "Music in Early Maryland" by John Tasker Howard and on "Printing in Colonial Maryland" by Lawrence C. Wroth, filled the two mornings. On the first afternoon, there were visits to the home of Mrs. Miles White, Jr., and of Dr. James M. Bordley, Jr., to view Maryland glass and furniture and to the Maryland Historical Society to see the Maryland painters represented in the collection of the Society and to hear about Baltimore Clippers from J. E. Hancock and G. H. Pouder. The next afternoon the party divided into four groups, one going to visit the old buildings at Annapolis, a second to see old public buildings in Baltimore, a third to observe domestic architecture of early times—Mount Clare, Homewood, Hampton, Mrs. Jencks' House—and a fourth to see the Cator Collection of Maps and Early Views at the Enoch Pratt Library, the old theatre programs at the Peale Museum, and examples of Maryland printing and music at the Peabody Library.⁷²

Despite the oft-expressed desire of undergraduates and graduates for music courses of collegiate grade in the College, it was thirty years after the old work in applied music was given up before, in 1935-36, a department of music was organized with Dr. Laurence A. Petran as instructor.⁷³ Courses in music for those students whose interest in the subject is mainly cultural, and for those who anticipate professional study, include elementary harmony, introductory courses in history and appreciation, and advanced courses dealing with the more important art forms in music and epochs in its history. For all of these courses, the College possesses equipment which makes frequent illustration possible on phonograph, piano, and organ. From the Carnegie Corporation of New York in 1935, the College received a valuable gift which included a Capehart phonograph, a collection of eight hundred and twenty-six records,

representing all nations, periods, styles, and vocal, choral, and instrumental combinations.⁷⁴

Through the cooperation of the Peabody Conservatory of Music, Goucher students may pursue there courses beyond those offered at the College, and students with a major in music may receive recognition for courses in applied music taken at the Peabody.⁷⁵ There are two students whose major is music to be graduated in 1939.

FACULTY RETIREMENTS

In previous presidencies, two members of the faculty had retired. It was an indication of the advancing age of the College that during this administration four members of the faculty were retired: in 1933, Dr. Herman Louis Ebeling, professor of Greek, and Dr. Samuel N. Taylor, professor of physics, both of whom came to the College in 1911; in 1934, Dr. Thaddeus P. Thomas, professor of economics and sociology, who began his work at the College in 1892, and whose term of active service, therefore, has exceeded that of any other teacher, and Dr. Clara Latimer Bacon, professor of mathematics, who came to the Woman's College of Baltimore in 1897. With deep appreciation of their long service, with thanks for their continuing devotion, with cordial wishes for their ever increasing happiness and with deepest love, these teachers were retired with the title of "emeritus" in their respective departments.

NECROLOGY

During commencement week, 1931, a group of alumnae, students, and friends gathered in the central pavilion of Goucher Hall to do honor to the memory of two of the makers of the College in the unveiling of two bronze medallions designed by Hans Schuler of Baltimore. Through the one, the Board of Trustees of the College paid tribute to Dean John Blackford Van Meter, administrator, teacher, friend, and through the

other, the Class of 1930, to Hans Froelicher, the beloved professor.⁷⁶

During the short period of the present administration, the College has lost by death three trustees: Mr. R. Tynes Smith of Baltimore on February 4, 1931, Mr. Everett B. Sweezy of New York City and Riverhead on February 15, 1931, and Dr. Mary Sherwood of Baltimore, on May 24, 1935; and five members of the faculty: Dr. Anna Laura Hintze on October 27, 1935, Dr. Thaddeus P. Thomas, on March 31, 1936, Dr. Stella A. McCarty on November 13, 1936, Dr. William H. Longley on March 10, 1937, Dr. Lilian Welsh, February 23, 1938.

For more than forty years, part of the time as a member of the Executive Committee, Mr. R. Tynes Smith gave to the Trustees the benefit of his wise counsel. He was deeply interested in the students and for many years entertained the freshman class in his home. He served as honorary member of the Class of 1913, one of the few persons outside the faculty to be so honored. He contributed to the financial needs of the College and on two occasions he made gifts to endowment funds: a scholarship in memory of his daughter, Georgina, and a lectureship in memory of his second daughter, Manie Hooper.

Mr. Everett B. Sweezy served on the Board of Trustees for more than ten years. Because of his important financial connections (he was for thirteen years a vice president of the First National Bank of New York) he was able to give valuable advice to the College in such matters. Not only that, but also, with his wife, Caroline Wilson Sweezy, '93, he made large contributions, especially at the time of the 4-2-1 campaign.

Dr. Mary Sherwood, elected to the Board of Trustees in May 1923, was an active member until the time of her death. But her connection with the College extended through a much longer period, for in its earliest years because of her close association with Dr. Lilian Welsh, she became deeply interested

in its welfare. Her service as honorary member of the Class of '99, brought her into friendly relations with the student body. For more than thirty years, she was a vital influence in the lives of many Goucher women whom she brought into sympathetic touch with the great causes to which she dedicated her life: the higher education of women, woman's suffrage, and child welfare. To the furtherance of these movements, she brought not only courage and trained ability of a high order, but as well a graciousness, charm, and radiant beauty that won for them many friends.⁷⁷

Anna Laura Hintze, A.B., A.M., Ph.D., at the time of her death assistant professor of physiology and hygiene, came to the College in 1928 as instructor and was advanced in rank the following year. Broadly trained in the basic sciences, and genuinely devoted to research, she brought her brilliant mind to the problems of her special field of physiology. She was regarded by her colleagues not only as a true scientist, but as an exceptionally expert teacher, well versed in pedagogical methods. Her steady influence for scholarliness remains a quickening power in the lives of her students, some of whom have made distinguished records in graduate work.⁷⁸

In the death of Dr. Thaddeus P. Thomas, Ph.B., A.M., Ph.D., Goucher College lost that member of the faculty whose years of service outnumbered all others. In 1892, he was appointed instructor in history in the Woman's College of Baltimore, and was associated with this institution as associate professor of history and sociology, professor of economics and sociology, and professor emeritus until his death. He was the founder in the College of the department of sociology (1893) and of economics (1898), and he is credited with having offered the first course in sociology in any woman's college (1893) and one of the first undergraduate courses on the family (1917). Through his sincerity, simplicity, and fairmindedness, he became an inspiration to his students to think for themselves. To them, after graduation as well as before, he gave his best

powers. In 1930, he wrote to President Robertson "I decided to give my limited strength to personnel work, vocational guidance, and the direction of social service activities of alumnae instead of research." It is due to his teaching and influence, not only that some Goucher alumnae have done distinguished professional work along the line of social service, but also that many have been useful in welfare movements in their own communities. He was also a wise guide to undergraduates in numerous extracurriculum activities, in particular, helping them in the organization of student government and in their pioneer work in debating. The last years of his life were devoted to the collecting of material for the history of the College from its earliest beginnings which in the late spring of 1932, he had been asked by the Trustees to write. In loving appreciation of his service, the Alumnae Association engaged in raising a memorial endowment fund to be used for the purchase of books on sociology and economics for the library.⁷⁹

As student, alumna, member of the faculty, and benefactor, Stella A. McCarty gave the best years of her life to Goucher College. She entered the day it opened and was graduated with the five members of its first class. She helped to organize the Alumnae Association, and had throughout her life a generous and active part in all its projects. Her interest in kindergarten work began soon after her graduation from Goucher, and eventually included the whole field of education. In this subject, she received the degrees of Master of Arts from Columbia University in 1916, and of Doctor of Philosophy from Johns Hopkins in 1923. She returned to Goucher College in 1915 as instructor in the department of education, where until her death she taught in the successive ranks of assistant professor, associate professor, professor, and chairman of the department. Her students found in her a stimulating and sympathetic teacher, to whom they turned for encouragement and help both in their undergraduate days and afterward

when they, too, were contending with educational problems. Sound judgment, united with a wide knowledge of educational matters, rendered her work invaluable to the many faculty committees on which she served. She also labored to secure public kindergartens in the city and the state. By her will, Stella McCarty left to Goucher College, her educational library and the residue of her estate, the income from which is to be used for the maintenance of the department of education. Thus her influence, which was present with the first opening of the College, will continue for all time; a perpetual witness to the love she had for her Alma Mater.⁸⁰

William Harding Longley, A.B., A.M., Ph.D., Sc.D., was for twenty-five years a member of the department of biology, and for nineteen years its chairman. His creative efforts in the field of science, his stimulating influence in and out of the classroom, his sturdy defence of the highest ideals of scholarship, and his sterling qualities as a man have been of inestimable benefit to the College and to those who were associated with him.⁸¹ He was an eminent scientist—the recognized authority on tropical reef fishes. To the study of these organisms in many parts of the world he devoted much of his energy, under the auspices of the Carnegie Institution of Washington. For fourteen years, up to the time of his death, he served as the director of the Dry Tortugas Laboratory of the Institution. He was not merely an observer and a classifier of species but “he utilized his intimacy with a great group of organisms as a basis for experiments designed to throw light upon the nature of species and the factors responsible for their origin and spread. As a result of brilliant experimentation and equally brilliant reasoning, he built up an elaborate theory of species development which in recent years has attracted the attention and interest of students of evolution in both the old and the new worlds.” His eminence as an investigator brought fame and added lustre to the institution which he

served with such faithfulness. With his deep interest in original research and extensive publication of results, he was effective and inspiring as a teacher. In the lecture room he was animated and vivid, in the laboratory he developed in his students the highest degree of independence and self reliance. As a result of his deep personal interest in his students, many of them have taken advanced degrees and have entered upon scientific careers of distinction.⁸²

In view of the great loss Goucher College sustained in the death of Dr. Lilian Welsh, who died February 23, 1938, the Board of Trustees presented the following resolution:

Dr. Lilian Welsh was appointed "Professor of Anatomy, Physiology, Hygiene, and Physical Training" in the Woman's College of Baltimore, now Goucher College, in 1894. At her suggestion in 1902 her title was changed to that of "Professor of Physiology and Hygiene," the catalogue stating that Physical Training was included in the Department of Physiology and Hygiene. In 1909, Dr. Welsh was appointed "Medical Adviser to the College" and in 1915, the full direction of the Infirmary was placed in her hands, so that she would be able to organize the Department of Hygiene as a unit having complete charge of the health of students. In 1924, at her own request, she retired from active duty. And, honoring her, her title was changed to that of "Professor Emeritus of Physiology and Hygiene." By unanimous vote of the Board of Trustees, the degree of Doctor of Laws was conferred upon her at the Commencement of 1924.

For her pioneer work in the teaching of physiology and personal hygiene in which Dr. Welsh set a standard followed by many women's colleges in this country and which increased the prestige of our young College;

For her influence on her students whereby through personal contact she stimulated the development of the individual towards scholarly endeavor and useful service;

For her absorbing interest in all that pertained to the College and her leadership in times of crises, as the presentation to her of a medallion in recognition of her services in 1912-13, in the \$1,000,000 Campaign, indicates;

For her outstanding service in the community both in her professional capacity and in her interest in the welfare of women and in her eagerness to secure for them the recognition of full opportunities for usefulness;

We, the Trustees of Goucher College, hold in gratitude and loving remembrance her vital personality and devoted service.⁸³

FINANCES

President Guth's business acumen and tireless work for the College gave it an endowment which was safely invested, and a largely augmented student enrolment which swelled its income. Year after year, there were surpluses in the current expense account, some of which were allowed to accumulate and some used for promotion and enlargement. Toward the end of his administration, owing to his long illness, things began to slip a little. The peak of the enrolment was reached 1925-26 and 1927-28. The last year of Dr. Guth's life, 1928-29, there were seventy-five fewer students than the year before. The recession begun at this time was quickened by the years of the depression.⁸⁴ While income fell off during the years 1928 to 1931, expenditures increased.⁸⁵

President Robertson came to Goucher College in the midst of the worst industrial depression which this country has ever witnessed and he was obliged from the beginning to face the financial problems of bringing about a decrease in expenditures and an increase in income. In his first address to the faculty and to the Trustees he spoke of the necessity of controlling expenditures through the setting up of an itemized budget departmentally administered, the heads of departments being responsible for recommendations regarding departmental business. Dr. Robertson's work on the budget at the University of Chicago made him well acquainted with the demands of this task on which he spent many hours during the first year of his presidency. On May 25, 1931, when he presented to the Trustees the results of his labor in working out the budget for the College, they were impressed by this scientific and thorough plan for controlling expenditures.⁸⁶ In reporting to the Executive Committee in the fall of 1932 on the budget for 1931-32, President Robertson was able to state that though it was not balanced, the anticipated deficit had been lessened by \$32,153.30 owing to the new budget system and the cordial

cooperation of all members of the College in the administration of it. A somewhat similar statement could have been made in successive years.⁸⁷ In 1935, asked by the editors of the *Goucher College Weekly* to furnish a list of his ten favorite books, Dr. Robertson, before making the choice, said: "The book to which I turn every day—with interest in a struggle with a great deal of suspense and a possibly happy ending—is unpublished—the Goucher College Budget—and so I suppose it must not be listed."

During these years while every effort was made to maintain and increase educational efficiency, reductions were made as follows: in the expenditures in material things, though, of course, some necessary repairs were made;⁸⁸ in cost of administration at the same time that the amount of work done by administrative officers was increased; and in the cost of instruction, by an adjustment of the teaching staff to the size of the student population.⁸⁹ A reduction in the salaries of the faculty was considered only as a last resource and then it was brought about in such a way that it can well be held as a gift—a contribution—and as such will be considered later.

The income of Goucher College is derived principally from income on investments and income from students fees.⁹⁰

In the character of its investments, the College has justly taken great pride. At commencement in 1937, President Robertson stated: "At the end of seven years of financial stress, it was found that the general endowment funds were invested in securities which in February 1937, had a market value several thousand dollars in excess of their cost." During the years 1929-37, the loss of income from investments amounted only to \$23,676.05. Only keen financial insight and tireless watchfulness could have produced such results during those bad years. For this highly satisfactory condition, the College is indebted particularly to the chairman of the Finance Committee, Mr. Edward L. Robinson, and the treasurer of the College, Mr. John L. Alcock.

During this time, however, some of the securities matured and many were called and the Trustees found it difficult to find high grade investments yielding an income such as had been enjoyed hitherto. In place of a five and six percent return, the new issues provide income at rates varying from two and three quarters to four percent.⁹¹ To meet the difficulties growing out of this situation, on the recommendation of Mr. Robinson and Mr. Alcock in particular, and of the Finance Committee and the Audit Committee in general, the Trustees in 1937 engaged investment counsel to supervise the portfolio hereafter.

The efforts to augment the income derived from students' fees took two directions: plans to enlarge the enrolment, and increases in the tuition.

In the curve of the enrolment the highest point was reached in 1925-26 and 1927-28 when there were 1060 students, the lowest point since then, in 1934-35, when there were 630. The falling off in the enrolment began before the depression started and by the time it was well under way, about fifty percent of the loss had been reached. The income from enrolment is affected not only by the smaller numbers but by the fact that, while in former years one third of the students had come from Baltimore, in 1934 the proportion was forty-six percent. Through wise methods of publicity, through the adoption of the new curriculum, and the efficient set up of the new admissions office, President Robertson has sought to increase the enrolment. By a personal letter to every alumna, student, trustee, and faculty member he has appealed for lists of prospective students. By 1935, the tide of recession turned, a larger number than ever before of old students eligible to return, came back, eighty-six percent, and there were more new students than for some years. The number of students who return is higher than in most institutions, but until 1935, the highest percentage of those coming back was 84.31.

In the effort to stimulate enrolment, there has never been at

any time a lowering of the academic standards: of students applying for admission in the autumn of 1934, 64 percent were admitted; in 1936, 63 percent; in 1937, 57 percent. The entering class of 1933-34 had a higher scholastic score than ever before, 10 percent more being in the highest decile on the American Council on Education tests and none in the lowest three. In the fall of 1931, A. C. E. tests were given to 41,000 entering students in 152 institutions. The median score for all those examined was 147, that for Goucher 199.⁹² Goucher stood fifth highest in the entire list of institutions participating in the test. In May 1932, the sophomore achievement test of the American Council on Education was given to over 36,000 students in 137 colleges, Goucher sophomores participating.⁹³ The results again placed Goucher College in the fifth place.

Nor did the College seek to increase the enrolment through a greatly enlarged policy of scholarships. The Trustees decided that a conservative plan in regard to scholarships was the wise one though they recognized the need of seeking to add to the funds available for financial assistance to students of high scholarship and character. During this period, the annual amount available for scholarships and loans has been about twenty thousand dollars, this sum being derived from endowments, from general funds, from gifts from faculty and students, from the Alumnae Fund, from Baltimore groups, and from individuals.⁹⁴ From this amount has been assigned sufficient for the support of regional scholarships set up by President Robertson. In addition to these funds, students needing financial assistance have been directed in earning a part of their college expenses through the Vocational Bureau,⁹⁵ through the government agencies, such as the National Youth Administration and the Federal Emergency Relief Administration,⁹⁶ and through the cooperative residence hall, Foster House.

In the effort to balance the budget by an increase in income from students' fees, during the years 1930-1937, the tuition

fee has been raised twice, the first time beginning with the year 1933-34, from \$300 to \$350, and the second time, in 1937-38, from \$350 to \$450.⁹⁷ For the quality of its educational program, the tuition fees have always been low at Goucher College, and this later rate is in keeping with the charge of institutions of similar rank in its own territory. In putting before the Trustees the need for these advances, President Robertson gave to each member of the Board a carefully tabulated statement of tuition fees in 123 institutions—colleges for women, for men, and for co-educational groups in the territory from which the majority of Goucher students come, and thus their decision was based upon an intelligent understanding of the problem. This clearness and frankness in putting this special financial problem before the Trustees was characteristic of his method in dealing with all financial questions not only with the Executive Committee and the whole Board of Trustees, but with the students as well. After the decision of the Trustees had been made, President Robertson laid before the students at a chapel service the imperative need for the advance. With their understanding of the situation, came their friendly cooperation.⁹⁸ Of the two advances in tuition, there was practically no criticism or objection either from students or from their parents.

In 1933, President Robertson had the unhappy task of explaining the financial situation of the College to the faculty. By that time the budget, unbalanced for several years had exhausted the surplus accumulated during the prosperous years of the preceding administration, and despite President Robertson's wise plans, the College, for the first time in about twenty years, carried the burden of a deficit. The "lean kine" had devoured the "fat kine." The plight of Goucher College at this time was faced by other institutions as well. In 1932-33 fewer than forty colleges in the United States had balanced their budgets without a salary cut or a deficit. On April 10, 1933, a memorable meeting of the Goucher faculty was held to

face the financial condition. The President put all the figures on the black board and explained the situation, but made no suggestions. It was promptly moved and seconded that the faculty should donate ten percent of their salaries to Goucher College for the following year. The motion was discussed and then carried enthusiastically and unanimously. The Goucher faculty had shown Goucher spirit to such an extent that the President was plainly affected and exclaimed, "What shall I say? I can't say anything to you now but I'll say it to the trustees to-morrow." One professor expressed appreciation of the treatment of the faculty by the trustees and the President, and another said she liked the straightforward way in which the President had presented all the facts and figures, and these hearty commendations were followed by the most prolonged applause which had ever been heard at any faculty meeting in all the history of the College.

This action of the faculty was highly commended. President Robertson expressed his "very deep personal appreciation of the cheerfulness as well as the generosity which marked the discussion of the faculty proposal. It was an inspiring exhibition of loyalty to the institution to which we are all devoted." Mr. Edward L. Robinson, acting president of the Board of Trustees, on their behalf, conveyed to the faculty "the warm appreciation of the fine spirit recently shown in helping the Trustees solve some of their financial problems" and told them how deeply the trustees valued "their unstinted cooperation." In an editorial in the *Goucher College Weekly*, there was expressed "the appreciation of the student body for this act of the faculty. . . . We feel that the faculty of Goucher College has more than done its part always, but this latest action tells, far better than words, that the faculty literally place the college before self and that their chief concern is in the perpetuity and advance of Goucher."

In the three years following, in the same fine spirit, the faculty made this same contribution. Before the first action of the faculty, President Robertson had insisted to the Execu-

tive Committee on the reduction of his own salary. The ten percent cut was extended to all administrative officers, and each year, for four successive years from instructional and administrative officers, came this contribution amounting to about \$20,000.

Its cancellation was made possible for 1937-38, through the second increase in tuition. Whether the advance should be of fifty or of a hundred dollars including laboratory and other fees, the Trustees considered for some time. The larger amount might affect the enrolment unfavorably and so defeat the end in view. Finally under the courageous leadership of Mr. Emory H. Niles, who had recently been elected president of the Board, the larger increase was decided on.

In the autumn of 1937, it was found that the enrolment was maintained. The 1937-38 budget was balanced. It contains an item looking to the amortization on a five year plan of the accumulated deficit⁹⁹ and it does not contain the item of faculty and administrative contribution.¹⁰⁰

In the years 1930 to 1937, the College has received in gifts and bequests \$139,856.¹⁰¹ Since Dr. Robertson has been president, among the larger contributions may be mentioned: the Clara and Agnes Bacon Fund of \$50,000, the Isabelle Kellogg Thomas Fund of \$20,000, the annual gifts through the Alumnae Fund totaling, in these years, to more than \$25,000. Among the smaller gifts may be included: the Ruth Frank Elias bequest of \$1,000; the Carmine Fund of \$2,000; the Joseph A. Mosher bequest of \$1,000 in honor of his wife Anna Weusthoff, '06; the Marion Hartfelder Wilder award established by Valentine D. Wilder in memory of his wife, a member of the class of 1925, and presented annually to a member of the graduating class characterized by gracious personality, cheerful and constructive citizenship, and definite accomplishment; the Lilian Welsh Prize established in 1937, by the alumnae in the department of physiology and hygiene and other friends of Dr. Welsh, to be awarded to an upper division student for the best paper based on laboratory experiments, not a part of

regular class work; the Catherine Milligan McLane lectureship founded with the accumulated funds from the Baltimore Association for the Promotion of the University Education of Women of which Miss McLane for many years was president.¹⁰² By the terms of this gift made in 1925, the fund of \$2,000 was to accumulate until it reached \$2500, and then the income was to be used to provide lectures by some university woman who had won distinction in her chosen field.¹⁰³ The first lecture was given in 1933.

The Isabell Kellogg Thomas Fund provides for an annual prize to the sophomore who ranks best in English and for annual lectures on English. The first prize was awarded at commencement, 1936; the first lecture given in the spring of the same year.¹⁰⁴ The majority of the gifts made through the Alumnae Fund¹⁰⁵ have been for scholarships and loans, some from the general fund, some from Goucher Clubs, some from individuals, some from the Tau Kappa Pi Fund.¹⁰⁶ The Alumnae Fund has been used, also, as the channel for memorial gifts such as the 1908 class gift to the department of mathematics in honor of Professor William H. Maltbie;¹⁰⁷ the alumnae gift for the purchase of books in the field of economics and sociology in honor of Professor T. P. Thomas;¹⁰⁸ and the gift to the library from Martha Clark, '96 (Mrs. William Stuart Fulton) in memory of her daughter, Martha Clark Fulton.¹⁰⁹

PUBLICITY

The subject of securing adequate and wise publicity for the College has been discussed through most of its history. It has weighed on the mind of the President, it has been talked about among the trustees, and few have been the times when the alumnae have come together when it has not been agitated. Such consideration has borne fruit in constantly improved methods and enlarged scope. It was to be expected that President Robertson with his experience in handling publicity at the University of Chicago and for the American Council on

Education would be able to make a valuable contribution along this line. These hopes have been realized through publicity not only greater in amount but also more attractive in form.

The news releases for the College Press Club have been carefully supervised from the president's office. In this work Dr. Robertson has been aided by Mary T. McCurley, '10, who was in 1933 appointed assistant to the President. At the meeting of the Alumnae Council in 1933, as proof of the determined, yet dignified, publicity campaign pushed in every corner of the country, President Robertson pointed to ten large volumes of clippings, accumulated in three years through a press clipping bureau.

All of the regular publications of the College have been made more attractive in binding, in paper, in type, in illustrations, in wording. Three of them may be mentioned. In June 1932, there was distributed widely a handsome brochure "Goucher—The Woman's College of Baltimore" accompanied by a poster with Mr. Jackley's etching of Goucher Hall and an invitation couched in words corresponding to the divisions of the pamphlet: "Goucher—The Woman's College of Baltimore . . . in a city of rich cultural influence . . . with a distinguished faculty . . . interesting fellow students . . . a curriculum to fit a woman for her twentieth century world . . . stimulating libraries and laboratories . . . a happy college home . . . at a cost ruled by reason . . . proud of the achievements of graduates . . . and gratified by recognition . . . invites you to an educational adventure."

In the summer of 1934, there was issued a new edition of the college catalogue entirely reset in eleven point Caslon Old Style by the Waverly Press of Baltimore. "It represents," said President Robertson, "an effort to make even a college catalogue attractive in appearance and interesting in contents. . . . The material has been prepared primarily from the point of view of the prospective student, her parents, and her secondary school counselors. At the same time, the book is

intended to afford full information to those who are constantly using college catalogues. . . ." Commenting on the success of this new edition in comparison with other college catalogues, the editor of the *Goucher Alumnae Quarterly* said that "it is cheerful without and readable within. . . . It opens easily. . . . It is a pretty piece of printing. . . . The reader can find his way about in it. . . . It can be comprehended by the average intelligence, a stupendous merit, and it does tell the truth as we at Goucher College see it."¹¹⁰

The third publication to be specially noted is the December 1936, *Bulletin of Goucher College*, "Science at Goucher," in which there is set forth in an attractive way not only the science facilities of today, but also a resumé of the strong position which the sciences have always held at the College "because there has been at Goucher a line of devoted and, in the early days, heroic and even militant men and women who sensed [the] manifold importance of science and felt very keenly, as Dr. Lilian Welsh felt, that women as well as men should have a chance to know about and take part in all that science means."¹¹¹

President Robertson was interested not only in reaching through publicity those on the outside of the Goucher circle, but those within it as well. On December 12, 1931, he sent out the first number of the *President's Letter*. This "occasional" communication was intended at first to enable all members of the Goucher faculty to know promptly about matters pertaining to their opportunities and responsibilities.¹¹² It proved so useful that it was sent to a constantly enlarging list—the trustees, the officers of the Alumnae Association, the presidents of the Goucher Clubs, and perhaps will even be sent now and then to all alumnae. It has been of genuine value in developing interest and enthusiasm.

Not only has publicity through the printed page been emphasized, but to the alumnae on numerous occasions, President Robertson has pointed out the value of "Golden Gossip for Goucher."

BUILDING CHANGES

In the seven years of the present administration though no new buildings have been purchased or erected, changes in the old ones have increased the efficiency of the College. Foster House has been set up as a cooperative hall, and important changes have been made in the infirmary, the recreation hall, the museum, and the library.¹¹³

The original suggestion for having a cooperative residence hall came from Dr. Elinor Pancoast. Foster House was opened in the fall of 1933 with Miss Dorothy Tapley, instructor in physical education, as head of the house, and nineteen students in residence, each of whom, chosen on a scholarship basis from a long list of applicants, was able to reduce her college expenses by the sum of \$200.¹¹⁴

For many years on the fifth floor of Fensal Hall, Goucher College had an infirmary which took care of students sick with minor ailments.¹¹⁵ From the college physicians and nurses, they had expert attention and all necessary care. In 1933, that there might be more effective, comfortable, and attractive care, the infirmary was moved to new and more cheerful quarters on the top floor of Vingolf Hall and the Goucher College Infirmary Auxiliary was organized. The idea of the auxiliary was Mrs. David Allan Robertson's.¹¹⁶ Deeply interested in Goucher students and impressed by the value of the Auxiliary to the Princeton Infirmary, Mrs. Robertson on April 17, 1933, at the President's House, arranged a meeting for about sixty faculty members, alumnae, and friends. After the usefulness of the Princeton Auxiliary had been presented by Dr. J. M. T. Finney and Miss Helen Gross, sister of Mrs. Finney and former infirmarian at Princeton, the Goucher Auxiliary was formed with Mrs. Robertson as honorary president and Mrs. John L. Alcock as president.¹¹⁷ Each year at commencement time the Auxiliary is entertained at its annual meeting by Mrs. Robertson when there is a birthday cake.¹¹⁸ This organization made

up of parents of students, alumnae, faculty, and friends of the College has provided for the infirmary furnishings, equipment, and delicacies beyond those that could be furnished by the college budget. "The atmosphere of the infirmary has been completely transformed through the efforts of the Auxiliary," comments a student. Fresh flowers, restfully tinted walls, interesting paintings and prints, draped windows, dainty china on convenient trays, homemade jams and marmalades, colorful lamps, hospital beds with extremely comfortable mattresses, books and magazines combine to make what might have been a dismal experience in the infirmary into one that is pleasant and cheerful."¹¹⁹

In addition to the improved care of the sick, the attention which has always been paid by the College to preventive medicine¹²⁰ and the establishment of physical and mental health was manifested in two ways. In the fall of 1937, the tuberculin test was administered to all students, followed by x-ray examination of those who showed positive reactions. The means for carrying out this preliminary work came from a distinguished alumna, Dr. Florence Seibert, '18. Lecturing at the College on one of the foundations in 1936-37, Dr. Seibert returned the honorarium asking that it be used for the tuberculin tests for the students.¹²¹ The x-ray examinations were generously provided by the Maryland Tuberculosis Association. In November 1933, there was sponsored by the committee on Mental and Physical Health an Art of Living Week. The problem was approached in three ways. At the chapel period each morning there were speakers, each an authority in his or her line, when the subjects dealt with were "Mental Health," "The Daily Round of Living," "Lights and Lighting," "Some Aspect of Nutrition," and the "Common Cold." There was an exhibit displayed all the week in the Recreation Room where were shown proper lights and lighting (obtained from the Wilmer Institute), proper shoes for sports, walking, and dress, and numerous posters relative to other phases of

health. This exhibit culminated in a "Fashion Show" on Friday afternoon when the effect of posture on appearance, as well as on health, was demonstrated. And lastly all students were asked to fill out cards, charting their habits, listing the regularity of their meals, their average amounts of sleep and various other pertinent facts, and urging each one to take an active part in the Art of Living Week by actually practising a few simple rules drawn up for her.¹²²

The long felt need of the college community for a social and recreational center was met in the spring of 1933 by the conversion of the gymnasium in Bennett Hall Annex into a recreation hall.¹²³ The room, further described in the chapter on "Student Life," was opened with a dance on April 8, 1933.

In the early years of the College along with the plea for a building for the library and the infirmary there was also one for a museum building. Not waiting, however, until a place to house it could be secured, the College started early to gather material. Its collections began in 1889 with a gift of 291 carefully selected minerals donated by Mr. John W. Lee of Baltimore.¹²⁴ The following year a spur to the proper display of the material was given when Mr. Barnhart of Cleveland, presenting a further collection of minerals, stipulated that they be placed in cases. After a few years the museum was located on the ground floor of Goucher Hall and the excellent specimens forming the collection had been placed in order. Mr. Arthur B. Bibbins, appointed curator in 1894 worked for twenty years in securing and arranging the material. At the end of his service, it was estimated that there were one hundred thousand pieces in the museum. Among the most important articles secured by Mr. Bibbins were fine specimens of cycads discovered by him and named, the one, in honor of Dr. Goucher and, the other, in honor of Mrs. Goucher (Mary C. Fisher). The specimens are now in the National Museum, Washington, D. C.¹²⁵ Dr. Goucher's extensive travels and his wide contacts brought valuable material from Egypt and Mexico as

well as articles from Japan and East India and many artifacts from the American Indians. Most of the articles in the museum have been gifts, a few were secured through field trips of the Geology Club, and some have been purchased.¹²⁶

During the years since 1914 when the museum has been without a curator, there have been some additions, the most important of which was the purchase in Dr. Guth's administration of the valuable collection of about 1000 Babylonian tablets through the courtesy of Yale University and the friendship of Professor Clay of the University for Professor R. P. Dougherty of the Goucher department of Biblical literature. Some of these tablets are Sumerian; the majority date from the Neo-Babylonian period. The Goucher collection ranks fifth in the United States in importance. In two volumes, Dr. Dougherty translated the Goucher tablets under the title *Archives from Erech*, the first being published while he was a member of the Goucher faculty, the second, in 1933 after he became a professor at Yale University.¹²⁷

In the Goucher Museum there are objects from all over the world. Many of the specimens in the geological and mineralogical collections were the gifts of scientists. There are 1801 microscopic slides of animal and vegetable tissue beside the Edward Rowland collection of fifteen hundred specimens. There is an American Indian Collection. The Mayer water colors were presented to the College by Mr. Henry Walters of Baltimore. In 1851, when Mr. Frank B. Mayer of Annapolis was a member of a party sent out by the government to make a treaty with the Sioux Indians, he made thirty-one pencil sketches of them. Mr. Bibbins came across the sketches, and at his suggestion, Mr. Walters supplied the means for their purchase. These paintings were lent to the Minnesota Historical Society for display in December 1932, and an article by Miss Heilbron, "The Goucher College Collection of Mayer Water Colors," appeared in the December 1932 number of *Minnesota History: A*

Quarterly Magazine. In the rearrangement of the museum material during this administration the most valuable of the Egyptian things were placed on the first floor of Goucher Hall, and on the second floor, the Mexican. Among the Egyptian objects was found an encaustic portrait, which was restored by the Fogg Museum and is now displayed in the central pavilion.¹²⁸

The most important of the changes in buildings was made in the fall of 1934 when the library which had occupied two floors of Alfheim Hall, was removed to the complete occupancy of a building. And thus was satisfied after nearly fifty years the need for a library building expressed many times in its early catalogues and in President Goucher's statements at commencements. The library, which had begun in the second year of the College¹²⁹ as the "College Reading Room" in the central pavilion of Goucher Hall with twelve journals and about sixty dollars worth of books, moved, as it and the College grew, first to Room 28 in Goucher Hall and then to the eighteen rooms of the first two floors in Alfheim. By 1930, when the number of books had reached 51,885, it was beginning to need larger quarters.

Because of the demands of the new curriculum, the library made its fourth move to Glitner Hall which was remodeled for that purpose at a total cost of \$6,656.26, of which \$2,289.50 was for lighting.¹³⁰ "The qualities that a college president needs these days, ingenuity and the imagination to adapt present resources to growing needs" said Dr. Margaret S. Morriss, '04, "are admirably exemplified in that really well planned college library building."¹³¹ The building is convenient and correct in most essential details; accessibility for students, central control by one person at the circulation desk, proximity of the card catalogue reference room and cataloguing room to each other and of the bibliographical room to the last two, good lighting and room for expansion.¹³² The students were greatly pleased with all of the improvements in the

library: its larger size permitting a better arrangement of the books, so that they are easier to find, its better lighting both by day and by night, "its attractiveness and comfort as well as its general usefulness."¹³³ Canon Harold N. Arrowsmith, chairman of the library committee of the Trustees, reported that "the atmosphere of the library seems cheerful and friendly. . . . It is not a place which merely offers storage to a lot of books, but places its wares temptingly to the students."¹³⁴ Among the devices to make books attractive may be mentioned: the circulation of new book lists to the faculty, the exhibition of new books in the periodical room, the exhibition of selected volumes on the week-end shelf, the rental collection of new books, the current exhibitions in three cases, and the library teas with informal talks in the common room. The glass display cases are kept filled with books from the collection of the library or with books or other material borrowed from its friends. One year among the exhibits there was one in connection with the celebration of the 400 years of the printed English Bible, when facsimiles of early Bibles were on display; another of the library bequeathed by Sara Haardt, '20 (Mrs. Henry L. Mencken) to the College; a third of Mrs. Robertson's collection of autographed and presentation volumes; a fourth of an exhibition of 18th century novels, some of them lent by Dr. Annette Hopkins; a fifth of "Four Phases in the Development of the Art of Writing," the first phase illustrated by four cuneiform tablets from Erech belonging to the Goucher College collection of Babylonian tablets, the second by texts on papyrus from Egypt; the third by a leaf lent by Dr. Eleanor Spencer from a "Book of Hours," the fourth by an incunabulum, printed in Venice in 1490. About the time of the week-end Institute on the Early Arts of Maryland, there was a collection of the entire works of Stephen Collins Foster, "America's Troubadour," and the biography of this composer by John Tasker Howard who spoke on early Maryland Music. In addition to displays of books on a number of occasions Dr.

Spencer has arranged exhibits of prints or paintings in the Common Room of the library.

At the "Library Teas" there are brief informal addresses on bookish subjects: on one occasion President Robertson spoke on "Founding a Library of One's Own," on another, Dr. Katherine Jeanne Gallagher, on "Study in European Libraries"; on still another, Dr. Elizabeth Nitchie, on the "Poetry of Lizette Woodworth Reese."

In 1930, Miss Falley who has been librarian since 1919, began an active effort to gather a complete set of all faculty publications. In a case in the Common Room, the books are now on display. She began about 1932 a similar collection of alumnae publications. At that time she started to display in the library at the commencement season, all alumnae publications for the current year.

The College seeks to build up a well rounded library not especially emphasizing one subject rather than another. Since the college students have always had access to other valuable libraries in Baltimore and Washington, it has laid stress on gathering in its own collection bibliographical work as these offer the key to the published material of the world. In addition to the usual general encyclopedias, it has various special encyclopedias and dictionaries and complete files of the important periodical indexes, and it receives, as they appear, the catalogues of the British Museum, la Bibliothèque Nationale, and the Prussian libraries. At the present time the library contains 67,748 volumes and 12,500 pamphlets covering all the fields included in the college curriculum. It receives currently 360 periodicals, of which 50 are published abroad.

By special gifts and purchases, the library has been strengthened in various directions. Before the present administration, there were several acquisitions of special value: the library of 9000 volumes of Dr. James W. Bright, professor of English at the Johns Hopkins University which included works in all periods of English literature but was particularly strong in the

field of Anglo-Saxon and in the writings of minor authors of the 16th, 17th, and 18th centuries; from the Carnegie Corporation of New York have come 79 volumes, which have strengthened the department of art, and music study equipment previously referred to. Further gifts in the present administration include: Spanish books from Mr. Louis Cebrian of Madrid, Spain; 300 German books from the library of Mr. Henry G. Hilkin of Baltimore, presented by his daughter; more than 50 volumes, many of them printed before 1800 and among them 3 incunabula, belonging to the library of former President John F. Goucher, presented by Janet Goucher, '01 (Mrs. Henry C. Miller); manuscripts of Miss Lizette Woodworth Reese, presented by her sisters Mrs. A. C. Dietrich, Mrs. Sophy Gayton, and Miss Mary Reese and including the manuscript of an early poem, an autographed typescript of a poem, autographed typescript of a short story with many corrections in Miss Reese's own hand; more than 400 selected books bequeathed by Sarah Haardt, '20 (Mrs. Henry L. Mencken), comprising a number of volumes on the history of the South, particularly of the Civil War period, a collection of Victorian material and more than 100 association copies with autographs.¹³⁵ This last bequest was supplemented later by a gift from Mr. H. L. Mencken of six scrapbooks bound in blue morocco; two of them made up of articles written by Sara Haardt and clipped from magazines and newspaper, and the other four containing her notes and manuscripts arranged chronologically. Mr. Mencken has added prefatory notes and comments.

DEVELOPMENTS OF INTEREST TO STUDENTS AND ALUMNAE

To the lecture foundations existing before 1930, two were added in this administration—the Catherine Milligan McLane and the Isabelle Kellogg Thomas. Through these foundations distinguished lecturers have come to the College in this, as in other presidencies. Dr. Robertson, returning to a prac-

tice of some years ago, has arranged many of the lectures in the evening, so that not only the students, but the general public as well have profited by them,¹³⁶ thus acceding to the expressed desire of certain of the donors.

The usefulness of the Goucher College Book Store, organized in Dr. Guth's presidency as a convenience for students who desired to purchase textbooks and stationers' supplies, was widened during this period by the setting up of the Book Shelf on which are for sale carefully selected miscellaneous books. The Book Shelf was begun about 1931, at the suggestion of President Robertson who entrusted to a committee of faculty members the selection of the books, which include inexpensive reprints as well as more costly books of recent publication. The object of all this careful planning has been to help students develop their own libraries by placing before them as a guide, books, whether new or old, that will wear well.

Not only were the Trustees and the administration concerned with budgets, but in January 1935, through a Budget Week sponsored jointly by the Committee on Scholarship and Loans, the Chapel Committee, and the Committee on the Art of Consumption, the subject of budget-keeping was brought to the attention of the entire student body. There were daily talks at chapel, the subject of each speaker being some aspect of the budget problem as it arises in connection with colleges, families, department stores, or railroads. In the central pavilion of Goucher Hall there was an interesting exhibit of pamphlets and books on the subject and some model budgets for various incomes. A month later there was a fashion show of clothes selected for budgets of \$150 and \$200 and a plan for the purchase of household furnishings for a newly-married couple on a limited income.¹³⁷

Mary T. McCurley, vocational secretary, ready at all times to assist undergraduates in obtaining positions, set up January 15 and 16, 1937, a vocational symposium whose avowed

purpose was to acquaint students with contemporary trends in vocations for women and with opportunities offered in a select group of occupations. With one exception, all the speakers were recent Goucher graduates who had been successful in their special choice of careers. The plan, in which the Board of Directors of the Alumnae Association cooperated, included an opportunity at dinner and tea to meet and talk with the speakers.

The undergraduates took pride in the fact that Goucher College had been invited by the president of the National Education Association to select one of its students to speak for the women college students of this country at the Annual Convention in Los Angeles, June 1931. Virginia Potter, president of the senior class, was chosen by President Robertson for this honor.

Dr. Robertson's belief that every student should be awakened as soon as possible to the necessity of self-education, which implies the ability and desire to make use of the facilities at the College, and his confidence that Goucher students are mature and serious minded enough to take advantage of these facilities of their own accord, led to the abolition, 1931-32, of the penalties for absence before and after vacations. Discussions of penalties for absence before and after vacations, go back to very early days. Drastic measures were taken at Thanksgiving, 1924, and reforms were made by Dr. Stimson in 1929. In 1933, penalties for any class absence were abolished, and it is to the credit of Goucher students that this liberal treatment has been in no way abused. President Robertson said that attendance records thereafter were kept at Goucher only in order to check on the health of the students and that the only penalty attached to absence from classes, was the injury the individual student may do to her own scholastic standing. The new program emphasizes measurement of achievement, not time spent in a classroom.

In addition to the regular courses on religious subjects, the

religious life of the students of this period has been provided for by the Administration through talks in chapel by outside speakers; through discussion groups with Dr. Harris E. Kirk, Dr. S. Vernon McCasland, and Dr. Thomas Guthrie Speers; through such a series as the addresses on three successive days in October 1935, when in commemoration of the 400th anniversary of the first complete English translation of the Bible, Dr. Curtis spoke on "The History of the English Bible," Dr. Annette Hopkins on "English Literature and the Bible," and Dr. McCasland on "The Bible: Problems of Translation;" and again in February 1936, when under the general subject of "The Religion of Scientists and Philosophers," Dr. Lloyd presented the point of view of the chemist; Dr. Frehafer, that of the physicist; Dr. Lewis, of the astronomer; Dr. Moment, of the biologist; President Robertson, of the English teacher; Dr. McDougle, of the sociologist; and Dr. Bussey, of the philosophers.

President Robertson in 1934 formed the President's Guild made up of alumnae living in "a few strategic localities" where it is desirable to have continuous representation of Goucher College by one person who will be appointed by the President as a personal representative. In the first list of such members there were sixteen names.

In 1934, the Continuing Education Committee of the Alumnae Association arranged its first series of lectures in the field of adult education. For an hour a week during February and March on six successive weeks three courses conducted by members of the Goucher faculty were given: "Descriptive Astronomy," "Some Aspects of Twentieth Century Literature," and "Science and Religion in Recent Philosophy." There was an enrolment of 80. The next two years there were similar courses in the fields of science, the humanities, and the arts. The second year in addition to the winter courses there was a symposium the day before commencement on the subject "Changing Ideals in the Twentieth Century:" moral,

political, literary, and sociological ideals respectively. This proved so popular that it has been continued since. Unfriendly weather the first three years had made some difficulties for the winter meetings and for the 1936-37 program there was set up in addition to the commencement discussion group, an evening symposium on Spain at the time of the Alumnae Council, and in the spring a week-end conference on "Mexico—Today and Tomorrow." Most of the presentations have been made by members of the Goucher faculty, but in some cases, experts from other institutions have been brought in as well. The leaders in this adult education work have been Caroline Diggs, '15, Katherine Treide, '17 (Mrs. Michael S. Baer), and Eleanor Diggs, '15 (Mrs. Henry E. Corner).

The interest of the College and of the alumnae in adult education has been shown, also, in another direction—in the classes for industrial workers. In the autumn of 1932 under the sponsorship of a committee of the faculty and of the Baltimore Goucher Club, classes in economics, history, and English were set up for women employed in industry.¹³⁸ That first year some twenty-seven young women came to the College on Friday evening, sometimes having supper in the City Girls' Center,¹³⁹ using the library, and then attending classes taught by Dr. Naomi Riches, Dr. Elinor Pancoast, and Alice Jimmyer, '29 (Mrs. Richard Reynolds). This work under the chairmanship of Dr. Pancoast has been continued in the successive following years. The Baltimore Goucher Club, keenly interested in it, has made annual contributions to its financing.

In the chapter on Dr. Guth's administration, it was pointed out that in 1916, an alumna was appointed to membership on the Executive Committee of the Board of Trustees. In March 1931, President Robertson and Mr. Robinson, acting president of the Board, appointed a second alumna to that committee, Frances Strader, '13 (Mrs. John K. Culver) who had come to the Board as a representative of the Alumnae Association. Two years after Mrs. Culver's resignation, Eleanor Diggs, '15

(Mrs. Henry E. Corner) was made a member of the Executive Committee. Today therefore on that most important committee of the Trustees, there are two alumnae.

During this administration, there was brought to its first fruition a valuable enterprise of the Alumnae Association—the Alumnae Fund which at the commencement season of 1931 made its first gift to the College.¹⁴⁰ In the autumn of 1928, Frances Strader Culver, president of the Alumnae Association, asked Anna Heubeck Knipp to study alumnae and alumni funds of other colleges and bring a report with recommendations concerning them to the annual meeting in 1929. At that time it was decided to adopt this method of financing the work of the Association. During 1929–30 a committee of five with Mrs. Knipp as chairman worked out a plan suited to the Goucher Alumnae Association, which plan in 1930–31 was put into operation. Through the Alumnae Fund, the Goucher Alumnae Association finances its own work, including the support of the alumnae office, publishes its own magazine—*Goucher Alumnae Quarterly*—and makes an annual gift to the College. The total of such gifts coming to the College during the six years that the Alumnae Fund has been in operation was estimated in 1937 by its second chairman, Janet Goucher Miller, to be \$26,600.

Previous gifts¹⁴¹ by the alumnae were raised by the difficult and, in many respects, unsatisfactory methods of campaigns and drives. Hereafter, it is planned to bring annual, continuous gifts to the College through the Alumnae Fund.

FIFTIETH ANNIVERSARY AND THE FUTURE

Early in the present administration, attention was directed to the fact that the College was approaching its fiftieth anniversary. In its founding, as the first and second chapters show, there are six significant dates: March 8, 1884, when the Baltimore Conference of the Methodist Episcopal Church resolved

that "The Conference make the foundation and endowment of a Female College the special object for its centenary celebration;" January 26, 1885, when the College came into legal existence through incorporation under the general laws of Maryland; October 5, 1886, when the cornerstone of the first building, Goucher Hall, was laid; Thursday, September 13, 1888, when the College was opened for the registration of students and the first term of the first year began; Monday, September 17, 1888, when the classes were organized and instruction started; November 13, 1888, when inauguration ceremonies were held and what was called its "formal opening" occurred. It was decided by the Trustees to observe the first three anniversaries in a simple way and to reserve the formal celebration until 1938, when the half century of work with the students could be commemorated.¹⁴² But since September 13 and 17 would come before College opened and November 13 was rather late for exercises on the Towson campus, October 14, 15, and 16, 1938, were chosen as the time for the formal celebration.¹⁴³

For the observance of the first date in the series the College was fortunate in being able to secure as the speaker at a chapel service on March 8, 1934, the Reverend Charles W. Baldwin, D.D., a member of the original founding committee and the oldest living member of the Baltimore Conference. In his "camp-meeting" voice, as he termed it, a voice still full and resonant despite his ninety-four years, Dr. Baldwin described clearly the labors and sacrifices and enthusiasms of the founders of the College. By his message and the earnestness and dignity of his benediction, the large audience was profoundly stirred.¹⁴⁴

Charter Day was celebrated by a meeting of the Executive Committee and of the Board of Trustees on the anniversary date—January 26, 1935—and by an address in chapel the day before, when Mrs. Knipp traced the steps leading up to the incorporation of the College, laying especial emphasis on the

important work, in arousing interest and securing funds, done by the Methodist women through their Woman's Educational Association.¹⁴⁵

The third date was noted by Dean Stimson in her regular chapel talk on Monday, October 5, 1936, when she called the attention of the students to the fact that fifty years ago that day the cornerstone had been laid for the first College building—Goucher Hall.¹⁴⁶

In connection with the formal celebration, there are to be two publications: President Robertson's report on the period of his administration "A College of Today for Tomorrow," and this history of the fifty years of the institution.¹⁴⁷ These two publications are indicative of the emphasis to be placed by the entire program, on both the future of the College and its past.

Happenings of the last few years add special significance to the part of the commemorative exercises connected with the Towson Campus. The magnificent tract of land, acquired in 1923 through President Guth's business ability and inspiring vision for the future of the College, he was not permitted to develop. That President Robertson began his administration with high hopes of some day moving the College to Towson there is abundant evidence: in his first address to the faculty,¹⁴⁸ in his first report to the Trustees,¹⁴⁹ in his first meeting with the Alumnae Council,¹⁵⁰ in his first commencement statement. "The opportunity" said he at commencement, 1931, "is one of the most remarkable in the American field of education. An institution with a highly honorable record, increasingly creditable, does its work under increasingly difficult conditions because of the movement of an urban population and especially the enormous development of a noise of traffic against which neither classroom nor residence hall can combat successfully.

"In the possession of the College a beautiful tract awaits provision of buildings which will permit Goucher College even

more effectively to do its work. A library, a chapel, a residence hall! I envy a donor the joy he will receive if he seizes this opportunity to erect a memorial on the beautiful new campus of Goucher College."¹⁵¹

While cherishing the dream of moving the College, President Robertson, however, has kept in mind the practical side of the question. In a report made to the Trustees in June 1937 on the "Future of the College," he pointed out the difficulties facing the future of privately endowed institutions, and he set before the Trustees various possible developments of the College in the years ahead. "It is necessary to anticipate as definitely as possible," he said, "national trends particularly in finance and education, as well as trends in local conditions, financial and educational, as these may affect a privately endowed college for women in Baltimore. This is particularly true if present physical or other conditions force consideration of removal of Goucher to another site. Every possibility must be explored."

Depression years have made impossible the speedy formulation of any plans looking to the realization of these hopes, though President Robertson has continued to refer to them.¹⁵² Now and then from outside sources there have come encouragements. Mr. Gerald W. Johnson writing in the *Evening Sun* a series of articles on the general subject of "What's Wrong with Baltimore?" had on December 2, 1933, under the subtopic "Intellectually," these words to say to Baltimore about Goucher College: "Goucher College has a fine suburban site, but it is left gasping and choking in the smoky heart of the city because it has never been able to raise enough to move; yet it ranks high among women's colleges and deserves to be the pride of the city."

During the period of hopeful waiting, important preliminary developments within the College have taken place. The reorganized faculty gave its attention to making better still the educational program of Goucher College which today is de

clared by experts to be worthy of public support, and the faculty, also, through a general committee on planning, as well as through subcommittees, has made careful studies of the future building requirements of the College, the various departments having been asked to submit reports on their respective needs from an architectural point of view.¹⁵³

The alumnae, with a few individual exceptions, have always been enthusiastic about the removal of the College to the Towson site. The Alumnae Council meeting of 1935 came to an end with the annual dinner of President and Mrs. Robertson, held that year in the pleasant setting of the Mt. Vernon Club. After the dinner, President Robertson asked the alumnae some questions about building the College on the Towson campus, among them: "What would the Alumnae Council advise the Trustees to do in regard to a promotional program?" The answer came in the form of a motion, enthusiastically adopted by the group: "The members of the Alumnae Council of 1935 ask the Trustees as a part of the Fiftieth Anniversary observance to formulate definite practical plans for the removal of the College to the campus and to develop them as far as possible by 1938."

The Trustees, fully aware of the disadvantages of the present location and of the great advantages of the new site and realizing that moving a distance of only six miles in these days of rapid transit would deprive the College of none of the good things that it enjoys today, have often expressed themselves in favor of moving the College if the funds to do so could be secured. That aspect of the case has pressed heavily upon them, for the financial problems of the College are their chief concern. About a year after the Alumnae Council meeting referred to above, the Board of Trustees was reorganized, Mr. Emory H. Niles was elected its president.

To the presidents of its Board of Trustees, the College owes a great debt of gratitude. In the earliest times, the resident bishop of the area was, ex-officio, the president of the Board,

then for a time the office was held by ministers of the Methodist Episcopal Church. The first layman to occupy the position was Mr. James N. Gamble of Cincinnati. Mr. Summerfield Baldwin, Mr. Henry S. Dulaney, Mr. Elmore B. Jeffery, in succession since, have rendered distinguished service. On the death of Mr. Jeffery in 1929, the vice president, Mr. Edward L. Robinson, became acting president. Drawn into an interest in the College during the campaign of 1911 and 1912 to free the College from debt, Mr. Robinson has served on the Board of Trustees since 1913. His leadership has been of inestimable value to the College in financial matters and in securing Dr. Robertson as president of the College. Despite repeated urgings of the Executive Committee, Mr. Robinson, because of his age, refused the office of president of the Board, though he exercised all the functions until November 16, 1936, when Mr. Emory H. Niles was elected president and Mr. John W. Sherwood, vice president of the Board.¹⁵⁴ Its committees were then raised to full strength, and during the subsequent time its attention has been devoted to securing expert architectural and financial advice as to the procedure of the College in the development of the Towson campus.¹⁵⁵

On December 23, 1936, Mr. Emory H. Niles, president of the Board of Trustees, Mr. John W. Sherwood, vice president of the Board, and President David A. Robertson presented the problem of the Trustees to a committee of the Baltimore Chapter of the American Institute of Architects made up of the president, the incoming president, and five past presidents of the Chapter, and asked for advice as to the method of architectural procedure. In the subsequent report the method that had the greatest support was that of creating an Advisory Board of Architects. To this Advisory Board, the Trustees have appointed Mr. Edward L. Palmer, Jr. of Baltimore, chairman, Mr. James R. Edmunds, Jr. of Baltimore, and Mr. Richmond H. Shreve of New York. This Advisory Board, cooperating with the faculty committee on planning, whose

chairman is Professor Clinton I. Winslow, has developed for the Board of Trustees a program for securing through competition an architect to prepare a general plan and to design one principal building. In the spring of 1938, notice about the architectural competition was sent to about one hundred chapters of the American Institute of Architects. More than one hundred and fifty architects, among them the best in the country, ranging from the most modernistic to the most conservative, applied for invitations to enter the competition. Of these, fifty were invited to submit designs. Members of the jury are Gilmore D. Clarke, chairman of the U. S. Commission of Fine Arts, John A. Holabird of Chicago, Dean Everett V. Meeks, School of Fine Arts, Yale University.

In the meantime the Trustees employed New York experts to make a survey of Goucher College. This survey, presented March 31, 1938, received careful consideration by the Board of Trustees and led to the appointment of public relations counsel who, in association with the officers of the College, members of the faculty, and alumnae are preparing for the celebration, in the autumn of 1938, of Goucher's fifty years of service.

It is planned to announce at the Fiftieth Anniversary Meeting to be held in the Lyric Theatre October 14, 1938, the awards of prizes of \$2,500, \$2,000, \$1,500, and \$1,000 for the designs receiving the first four places in the architectural competition. All designs submitted in the competition will be exhibited in Goucher Hall on the two following days, October 15 and 16.

As the editor of the *Goucher Alumnae Quarterly* wrote, there was "buzzing . . . in all four quarters of the academic globe on the question of going to Towson" for even the students at commencement, 1937, had a step-singing song on that subject, the first since the famous "Moving-Day" of long ago.

The celebration of the fiftieth anniversary will bring together students, alumnae, faculty, trustees, and other friends of the

College. It will be an occasion for all Goucher women to unite in paying tribute to the men and women who had a part in the founding and the development of the College, to recognize the accomplishments of the first half-century, to plan for the future. Distinguished educators will give addresses and discuss educational problems. The social events will afford opportunity for class reunions and the renewing of friendships and college associations. The complete anniversary program has been announced as follows:

GOUCHER COLLEGE FIFTIETH ANNIVERSARY

October 14-15-16, 1938

PROGRAM

Friday

- College Classes open to visitors
- 10:30 a.m. Alumnae Council Chapel Service
 Speaker: Harriet Ellis Levering, A.B., Pd.D., recipient of the first Goucher degree
- 8:30 p.m. Fiftieth Anniversary Meeting—Lyric Theater
 Address: Mildred Helen McAfee, A.M., LL.D., *President, Wellesley College*
 Address: Isaiah Bowman, Ph.D., Sc.D., LL.D., *President, Johns Hopkins University*
 Address: David Allan Robertson, A.B., Litt.D., LL.D., *President, Goucher College*
 Announcement of Awards in Architectural Competition
 Conferring of Honorary Degrees

Saturday

- 10:00 a.m. Discussion: Ends and Means of College Education—Catherine Hooper Hall
 Ada Louise Comstock, A.M., LL.D., Litt.D., L.H.D., *President, Radcliffe College*
 Oliver C. Carmichael, A.M., Sc.B., LL.D., Litt.D., *Chancellor, Vanderbilt University*
 William S. Learned, Ph.D., LL.D., *Carnegie Foundation for Advancement of Teaching*

Marjorie Nicolson, Ph.D., Litt.D., *Dean, Smith College*

Dorothy Stimson, Ph.D., *Dean, Goucher College*

12:00 m. Campus Party: Luncheon and Conducted Tours

4:00-6:00 p.m. Reception by President and Mrs. Robertson—
Goucher Hall

7:30 p.m. Fiftieth Anniversary Dinner—Lord Baltimore Hotel

Sunday

11:00 a.m. A Service of Remembrance—First Methodist Episcopal Church
Preacher: Lynn Harold Hough, Th.D., L.H.D., Litt.D.,
LL.D., *Dean, Drew Theological Seminary*

SERVICES OF PRESIDENT ROBERTSON

In the July 1930 number of the *Goucher Alumnae Quarterly*, there is presented a picture of the new president. Dr. Clyde B. Furst emphasized the following attributes of Dr. David A. Robertson: high scholarship; administrative ability; unusual familiarity with American institutions of higher education; authorship; vision, with the ability to launch successfully new ideas; familiarity with international educational relations, personnel methods, and vocational guidance; interest in fine arts and music; profound and practical belief in the things of the spirit, indicated by his work; methods in agreement with those of Goucher College.

In the light of his accomplishments as revealed in this chapter, it can easily be seen how many of the high hopes entertained when he came to the College have been realized.

His ability as a speaker has carried the name of the College far and wide, and he has been no less appreciated within the Goucher circle itself. During his first seven years at Goucher College, President Robertson has been much in demand: on the president's calendar more than one hundred and seventy formal addresses are listed. He has spoken on educational, literary, patriotic, and religious topics, chiefly, of course, on the first two. He has addressed educational organizations, colleges, secondary schools, parent-teachers associations, reli-

gious clubs, churches, Young Men's Christian Association, Lawyers' Round Table, library groups, Kiwanis Clubs, Rotary Clubs, women's clubs, chapters of the League of Nations Association, the English Speaking Union, St. George's Society, St. Andrew's Society.

The breadth of his culture has not only affected the curriculum in the introduction of new courses in the department of fine arts, but it has exerted an important influence on the students, which was set forth in *Donnybrook Fair*, 1934, as follows:

A man is like his home; and as "the lighted house" cheers our hearts, so Dr. Robertson himself illuminates our minds. His vibrant interest in everything and everyone is a source of inspiration to us all. Without over-emphasis he manages to convey to us his ideal of complete fulfillment of the intellect. Not books alone, and A's and B's on little blue cards, make the full woman, says our president; in addition to the foundation of earnest study, one must seek music, art, and people. Only a man of Dr. Robertson's vitality and understanding could succeed in conveying so vividly to us his own passion for real knowledge.

His wide experience in educational and academic matters have brought drastic changes into the College: the setting up of a departmental budget, the reorganization of the faculty, the reorganization of admissions, of student guidance, of the curriculum, of the Board of Trustees. And these changes have been brought about with little or no friction, because he has laid matters with fulness and frankness before trustees, faculty, alumnae, and students. He has displayed an attitude of tolerance for opposing opinion, and to his courage in initiating new policies, he has added patience and a cooperative spirit in carrying them through. When the faculty were debating on certain aspects of the New Plan, President Robertson urged patience: "If we make a change let us do so because we believe in it; then we shall do it with greater courage and enthusiasm."¹⁵⁶ He has been the wise leader "who sees farther than

others see but does not go faster than they can go." Perhaps the most valid criticism of this administration has been that sometimes it has been too patient and cautious, but the obvious reply is to point to results which would not have been achieved by the undemocratic assertion of authority.

Through his conciliatory policies and his tact, President Robertson early in his administration brought the College back into friendly relations with the Baltimore Conference of the Methodist Episcopal Church. In his first year perhaps the most significant act outside the College was his presence on June 4, 1931, at the annual meeting of the Conference when he returned to the Methodist Historical Society certain old and valuable documents which had remained in the college vault since the days when Dr. Goucher was president both of the College and of the Methodist Historical Society.¹⁵⁷ Dr. Robertson was vigorously applauded as he came on the Conference platform and as he presented the papers he said that "anyone connected with Goucher College should feel a sense of indebtedness to the Methodist Episcopal Church out of which came the institution."¹⁵⁸ He spoke further of the able men on the Board of Trustees who had been nominated by the Baltimore Conference and expressed the desire that they would continue to send men of vision and initiative.¹⁵⁹ A few years later this initial impression was strengthened when at the observance in Baltimore of the sesquicentennial of Methodism, the Cokesbury Bell in Goucher Hall¹⁶⁰ rang one hundred and fifty times, and the Trustees of Goucher College sent greetings to the Bishops of the three Methodist Groups as follows:

At the Christmas Conference of 1784, there was undertaken the creation of Cokesbury College. One hundred years later, the Baltimore Conference provided for the establishment of the Woman's College, which became Goucher College. To the generous action of that conference Goucher College owes its very existence;

Moved by deep appreciation of the contribution of Methodism to the

well being of the College, the Trustees of the College send their best wishes for a successful celebration of the sesquicentennial of Methodism in America.¹⁶¹

Coming to the College at a time of confusion and difficulty, President Robertson has displayed optimism in many ways, but particularly in relation to the future reality of Greater Goucher. "His optimism is not the foolishly baseless sort, but rather a serene belief based on wide knowledge of the world and its events. With him we look forward to the day when the community of Goucher College will be the embodiment of past hopes. . . ."¹⁶²

This chapter may well be brought to a close by two alumnae tributes. One, presented at the alumnae banquet, 1935, by the president of the Alumnae Association, Hester Corner Wagner:

President and Mrs. Robertson, the Alumnae Association wish on this occasion to recognize the completion of your five years of service to Goucher College by reviewing the significant achievements of this brief period.

You, President Robertson, through budgetary and legislative reform; through the development of the library; through effecting a complete reorganization of the curriculum, a project for which you have courageously labored from the beginning, have striven unceasingly to express the principles of liberalism fundamental to any growing institution of learning.

Through your frequent contact with outlying alumnae groups, through your wise and cheerful cooperation with the central office, you have shown yourself sensible of the Alumnae Association as a vital factor in the college life.

Through your contributions to the civic and social life of Baltimore you have done much toward establishing that relationship of mutual helpfulness between the College and its environment which should be the aim of every educational institution.

Mrs. Robertson, we realize your service to have been different, yet notably essential. The signs of your generosity are on every hand. We remember your part in the reorganization of the infirmary; your constant care for the social happiness of all the college family; the evidence, everywhere, of your love of beauty; your faculty for utilizing, for the college welfare, those social and intellectual advantages to which residence in Baltimore offers such abundant access.

For these and many other constructive measures for the development of Goucher College, we here express to you both our gratitude, our pride, and our affection.

And the other given at the 1936 meeting of the Alumnae Association by Janet Goucher Miller, '01, as senior alumnae trustee: "In President Robertson's experience gathered from near and far, in his unfeigned appreciation of the finest in our past, in his unwearying concern in the vital interests of our present, we have a guarantee of a radiant future."¹⁶³

Chapter IX

THE DEVELOPMENT OF THE CURRICULUM*

Introduction—Admissions—Curriculum changes—Requirements for the degree—The New Plan of 1934—Adapting the curriculum to the individual.

INTRODUCTION

THE evolution of the curriculum of Goucher College reflects the general trends of curriculum development in all institutions of higher education, particularly in women's colleges. When the earliest colleges for women were founded the general belief in the mental inferiority of women was still so strong that the authorities of these early colleges for women dared make no innovations in the usual curriculum for fear their critics might attribute such changes to the inability of women students to master the intellectual tasks required of men. This is perhaps the reason why the criticism has been made that the growth of the curriculum of the women's colleges has been marked by no particular originality; that is, the women's colleges cannot be pointed out as the source of any single tendency in the American college today.

When the Woman's College of Baltimore City was shaping its policies in 1888, the older colleges for women had already cast their programs in the traditional mold inherited from the men. The classics dominated the curriculum. The initial momentum of the interest in the free election of studies, which was inaugurated at the University of Virginia in 1825 and received new impetus as the policy of Harvard University under President Eliot in 1869, had by the late eighties nearly spent itself. Both of its original sponsors had receded from

* This chapter, written by Professor Stella A. McCarty, was practically completed at the time of her death, November 13, 1936. See "Acknowledgments."

their radical position. In other institutions the question had been settled by compromise, a group of required subjects, more or less numerous, forming the foundation upon which later elective studies must rest.

That the new college in Baltimore from its early days was conscious of the special problem of adapting higher education to the needs of women is clearly evident from the statement of aims written by Dean Van Meter, which first appeared in the catalogue for 1904-05 and continued to appear through the succeeding years: "The formation of womanly character for womanly ends—a character appreciative of excellence, capable of adaptation to whatever responsibilities life may bring, efficient in the duties of the home and of society, resourceful in leisure, reverent toward accepted truths, yet intelligently regardful of progressive ideas, earnest and purposeful, but gentle and self-controlled." The influence of tradition, however, and the desire for recognition as one of the high grade colleges of the country were evident in the actual shaping of the curriculum; and the development of a program adapted to the special needs of women students has been a matter of gradual evolution which still continues. This growth and the changing social needs of women in the past fifty years form the subject of this chapter.

ADMISSIONS

The problem of admission requirements is so intimately related to the whole academic policy of an educational institution that the story of its various solutions forms the most appropriate introduction to any study of the curriculum. Although by the middle of the nineteenth century the doctrine of universal elementary education was generally accepted, and although opportunity for some form of universal secondary education adapted to individual needs and capacities was coming into favor before its close, higher education

has always been regarded as the special privilege of a selected group. The colleges and universities have always demanded of their applicants some evidence of special fitness. For centuries the only qualifications necessary were proficiency in the Latin language and literature and some knowledge of mathematics. The prestige of these subjects, a survival of the classical renaissance, was prolonged by the practical utility of Latin as the language of universal social usage. When, with the development of the modern vernacular languages, that very real value waned, the disciplinary theory was invoked in defense of the traditional subjects. Higher education came to be regarded as a mental discipline, whose value was conceived not in terms of the intrinsic worth of the subjects presented but in terms of the intellectual training gained, and the most effective instruments for such training were the time-honoured subjects, Latin and mathematics. Although the scientific movement of the nineteenth century had threatened to dethrone them, they were so strongly entrenched that the most that could be achieved by the newer subjects was a grudging acceptance of a limited program of the scientific subjects in addition to the traditional ones.

When the Woman's College was organized, four years of Latin, including Latin grammar, Caesar, Cicero, and Virgil, and mathematics, including arithmetic, algebra, and geometry, were the first requirement for entrance as they were at Vassar, Wellesley, and Smith, at Harvard and Princeton, and at the majority of colleges for both sexes. The more modern note is struck in the requirement of a second language, which might be Greek, French, or German; of English grammar and composition; and of some literature, history, and science. The Woman's College departs somewhat from the example set by the older women's colleges, Vassar, Wellesley, and Smith, in substituting English history for Greek history and in requiring, in addition to geography, which is the only science listed by the other colleges, physics and physiology. The only other

variant is Wellesley's requirement of "Bible through Exodus." Admission to all is by certificate from approved secondary schools or by examinations set by the colleges. The selection of the approved list at the Woman's College was originally in the hands of the faculty; when the Board of Control was organized in 1891 it became the function of that body.

Minor changes were made in the next few years, but there was none of lasting significance until the organization of the College Entrance Examination Board in 1899. By 1905-06 the list of preparatory schools approved by the Board of Control was superseded by the "list of accredited preparatory schools prepared by the New England College Certifying Board and by the North Central Association of Colleges and Secondary Schools." The College thus ceased to function as an accrediting agency.

The influence of this Board, in which the College has maintained its membership from the beginning, was shown the next year after its establishment in the new definition of entrance credits in terms of "points," a point being defined as one year's work in a class meeting not less than four times a week. Fourteen points (increased to fifteen in 1904-1905) were prescribed as the minimum. These included three points of English composition and literature, one of history, four of Latin, and two of mathematics, a total of ten prescribed subjects. The remaining four points were to be elected: two from a second language, which might be French, German, or Spanish, though Greek was included the following year, the other two from mathematics and the natural sciences.

Latin remained the dominant study until 1907-08, when the four years of required Latin were reduced to two. In the third year of President Guth's administration, 1916-17, Latin was dropped from the prescribed subjects for entrance to Goucher, and the language requirement became "three entrance units in one foreign language or two units each in two foreign languages," but with the qualifying statement that "It is preferred

that at least three units of Latin be offered." President Guth justified the change, first, because of the change in the relative importance of Latin as compared with the modern languages; second, "because it seems right to give to any well-prepared young woman . . . the opportunity of an education in one of the leading eastern colleges for women;" and, third, because "It is in harmony with the prevailing tendency of the prominent colleges and universities of the United States." This point of view has since been justified by investigations of the value of Latin and the validity of the disciplinary theory of education in general. These investigations have shown that the chief reason, and perhaps the only reason, for the acknowledged superiority of Latin over non-Latin students has been that, because of the inherent difficulties of the subject, Latin is more frequently elected by students of superior intelligence. The familiar logical fallacy, *post hoc, ergo propter hoc*, has been responsible for the elevation of Latin to a unique place among secondary school and college subjects. On the contrary side it is claimed that the specific subjects studied in the secondary school have little weight in determining the fitness of a candidate for success in college, although the methods of work acquired in these earlier years, the interests fostered, and the ideals instilled may be most important. In fact, some recent studies of college students made by Professor Corwin of Yale University have shown that, if allowance be made for difference in the students' achievement in college: "Preparation for college is not necessarily synonymous with fitness for college work." In later years the study of Latin at Goucher has assumed its rightful place as a respected elective for those students whose abilities, interests, and future life needs may be fostered by this subject.

In 1900, the College Entrance Examination Board decided to offer examinations for those colleges which preferred to use them. Later Goucher College rejected the invitation to use these examinations exclusively as its basis for admission.

President Guth says of this decision: "The fact is admitted that the principal and the teachers under him who have known the candidate for four years are best able to judge of the candidate's fitness to enter college. When a public or private school is recognized as first class, and the judgment of the principal can be depended upon, a statement from the principal that the candidate is 'college material' is a better means of determining the candidate's fitness, we think, than any kind of an examination. The question arises then, 'Why examine the candidate?' If she passes, she merely substantiates the principal's word which ought not to have been questioned. If she fails, the failure may have been due to conditions incident to the examination. But it is not likely that she will fail. The college is assured against her failure by the statement of the principal, and time, expense, and nervous energy can be saved by trusting the principal's judgment and integrity. If the first year of college work shows that a mistake has been made, which mistake is just as likely to occur if the candidate passes a creditable examination, the mistake can be corrected, as far as the college is concerned, by dropping the student from the college roll. The college can thus guard itself against students who ought not to be in college, and indicate to the principal of the school that he is in error of judgment. It is not likely that principals of accredited preparatory schools will make such mistakes often."¹

For the next sixteen years these requirements remained essentially the same. Candidates meeting all requirements and recommended by accredited preparatory schools were accepted unconditionally. Candidates with satisfactory records who lacked such recommendations were admitted only on examination. The recommendation of the principal included not only his report on scholarship but also his estimate of the candidate's intellectual and social interests, her personality and character.

Minor changes were made from time to time. Some form

of probation for students from non-accredited schools and for those with irregular or deficient preparation was recognized for many years, its precise conditions varying from time to time. In 1924, however, the enrolment of the College having grown to its full capacity, the regulation was made that "No candidate is admitted under any condition who does not offer the full amount of preparation."

Attention was always paid to the applicant's preparatory school grades; the catalogue for 1921-22 states that there must be, in addition to the recommendation of the principal, a minimum of eighty in the final average of grades. Later, when intelligence tests came to be widely used in secondary schools, some attention was given to the score or rank of the candidate in any test she might have taken. Thus the need for more objective measures was beginning to be recognized, although the nature of these measures was still indefinite and variable.

In the same year, 1921-22, the College ceased to require any specific subjects for admission, except that each candidate was required to present four years of English. Although no definite rule was stated until 1918-19, it had before that become the custom to require four years of English composition though these years were counted for only three units.

The appointment of Dr. David A. Robertson as president of the College in 1930 was the signal for a thorough revision of its educational policies along all lines. Well versed in the old "culture," yet familiar with the practical details of college administration through his years of experience as dean of the Colleges of Arts, Literature, and Science of the University of Chicago, and acquainted with the broader problems and the technical aspects of education through his six years' association with the American Council on Education, President Robertson brought to his new duties a rare combination of theoretical insight and practical experience. In the spring of 1933, the first significant progressive step of his administration was taken

in the adoption by the faculty of the report of the Admissions Committee appointed by him two years previously.

According to the new plan of admissions, responsibility for judging the qualifications of applicants, which had gradually become concentrated in the hands of the Registrar, was vested in a newly constituted Admissions Committee composed of the President, the Dean, the Registrar, six members of the faculty and a Director of Admissions, who should act as the administrative head of the committee, should make contacts with secondary schools and with candidates, and should be responsible for the records of the admissions office. This organization was consummated in the spring of 1934 when a director of admissions was appointed; and the responsibility of passing on the qualifications of candidates was distributed among those who would later share the responsibility of dealing with the accepted candidates as Goucher students. However, the committee was originally less concerned with the details of administering this important function than with the requirements themselves. Conscious of the changes that had taken place in the secondary schools in the past twenty years, and of the development of a groundwork of educational science upon which to a large degree these changes were based, they sought, by a comprehensive study of past admissions policies at Goucher, of the changing status of preparatory schools, and of entrance requirements in other colleges and universities, to adopt a plan which would recognize the scholastic and technical advances of secondary education and at the same time safeguard the College in the maintenance of its academic standards.

Admission according to the new plan was based upon the combined results of the secondary school records and of an aptitude test to be administered under the auspices of the College. The scholastic record, however, was limited to the last three years, for which twelve units of work were required. This change was in part the result of the junior high school movement, which had made it difficult or impossible to secure

reliable records for the ninth grade in the more progressive public school systems. It was in part the result of statistical studies made at Goucher and elsewhere, which have shown that the grades of the last three years of secondary school work show a closer connection with college marks than do the grades of the last four years.

The only subject absolutely required is English, which must be studied for three years. The remaining nine units may be elected from the languages, the natural sciences, and the social studies. In addition to these, "the Committee on Admissions at its discretion may accept one unit, or under exceptional circumstances two units, in subjects not listed, but related to the Goucher curriculum."²

The new admission requirements at Goucher also make some provision for "applicants whose preparation has been irregular or unusual, but who, by the quality of their preparatory work, by their scholastic aptitude test, and by their recommendations show exceptional promise for success in college work. . . . A small number of such students may be accepted each year, and their progress shall be compared with that of the students who are regularly prepared. At the end of an experimental period the records of such students shall be examined to determine whether this experiment shall be continued, modified, or discontinued."³

The regulations with regard to grades for certification have also been modified. A study of the grading systems of the preparatory schools whose graduates have been admitted to Goucher has shown that the passing grades vary all the way from sixty to eighty, if a percentage basis is used; while many institutions have abandoned the percentage basis entirely in favor of some system of letter grades. Hence the rule that the average grade must be eighty or above, which was passed in 1920, had resulted in standards which were indefinite and variable. The requirement as revised in 1932 is that "the average grade for certification should not be lower than the

midpoint between the passing mark of the school and 100. The committee reserves the right to weight this grade, taking into account the varying standards of secondary schools."⁴ In case a letter system is used, and no numerical equivalent is given by the school, the grades are interpreted on the basis of all available evidence. Comparison of the grades given in preparatory schools with those earned by their graduates at Goucher College is constantly being made in order that ultimately some more satisfactory standard may be adopted. The present standard is obviously faulty. Some effort is now being made by the use of standardized tests and other means to bring about uniformity in grading; but so long as the student personnel of different schools varies as widely as it does at present, and so long as the quality of teaching in the preparatory schools varies to an almost equal degree, such differences are bound to continue. Goucher recognizes the problem by adopting as its second measure of fitness an aptitude test.

The College had been using an "intelligence" test since 1918, when the Thorndike Intelligence Examination first became available. This test was repeated with each incoming class and its results were studied from year to year. The correlation between the scores on the tests and college grades was computed annually; and for some years the test scores were also compared with secondary school grades, and the secondary school grades with college grades. At Goucher it has been consistently true that the correlation between test scores and college grades in the freshman year has been significantly higher than that between secondary school grades and college grades. The statement of Thorndike that it is possible by one test to measure more accurately the students' probable success in college than by the complete record of their course in secondary school is thus true for Goucher. The combined data for the secondary school grades and test scores have been found both at Goucher and elsewhere to have a correlation about twenty-five points higher than either measure alone.

Thus the combination has probably as high validity in selecting college students as any criterion yet devised. Lest injustice should be done to any individual by the accidents of circumstance, the new requirements provide that an exceptionally high record in the preparatory school may compensate for a low score on the aptitude test, and an exceptionally high score on the test may compensate for a questionable record in the preparatory school.

The applicant's records must be accompanied by recommendations from the principal of the school, from two teachers, and from two other persons, not relatives, who know her qualifications. These recommendations are made on the form devised by the American Council on Education, which lists five personality traits—personal appearance and manners as affecting the individual's social relations, intellectual interest and initiative, social leadership, emotional stability, and the degree to which she is dominated by well defined purposes. For each of these traits are listed five degrees of merit, one of which is to be checked. Space is provided for concrete instances of each, and finally for a statement regarding any unusual talents and for an estimate of the candidate's general fitness for college work. Such ratings from five qualified persons present a composite picture which is a valuable supplement to the more objective ratings, and which receive equal consideration with them.

In addition to its intellectual and personal requirements, the College has insisted from its earliest years upon health as an essential qualification for an applicant. A certificate of physical health from her family physician has always been required. This was soon supplemented by a thorough physical examination given after admission by the college physician and the department of physical education. Under the able administration of Dr. Lilian Welsh, who for thirty years was professor of physiology and hygiene and director of physical education as well as resident physician, these examinations were made thorough and exacting.

The first mention of admission to advanced standing is found in the 1891-92 catalogue of the Woman's College of Baltimore. The College was then preparing to graduate the members of its first class with the degree of bachelor of arts. At that time applicants wishing to transfer from other colleges were required to pass examinations in all the subjects for which credit was desired. Later, applicants with satisfactory records from colleges of equivalent standing were admitted on the basis of their records, but remained on probation for the first year. Applicants from other colleges were admitted only upon examination in the subjects taken in the other institution, and usually with severe discounting of credits. The enrolment of the College by 1921-22 had "reached full capacity and therefore the admission of students to advanced standing is not encouraged and is limited to students from colleges of recognized standing and with satisfactory records." On recommendation of the Admissions Committee, the rule was adopted in 1932 that thereafter students from institutions on the approved list of the Association of American Universities should be accepted at Goucher, receiving full credit for those courses which had been satisfactorily completed at the former institution, and which were in harmony with the Goucher curriculum.

The age of admission to college has become in recent years a matter of increasing interest. The catalogue for the first quarter century stated that the candidates must be at least sixteen years of age. In 1915-16 this statement was modified to read, "The candidate should not be under sixteen years of age, but exceptions may be allowed at the discretion of the Committee on Admissions." The policy in this matter remained unchanged until the revision of entrance requirements in 1933, when all reference to age was omitted. There has been a gradual decrease in the average age of students admitted: from over nineteen years in the earliest period to seventeen years and ten months for the five year period from 1931 to 1935. This is a natural consequence of the generally

accepted opinion that the rate of mental maturing is not entirely dependent upon chronological age, but is accelerated in the case of children of superior intelligence. Contrary to the traditional view that early precocity is a symptom of abnormality and is likely to be followed by early cessation of mental growth, it is found that with few exceptions children of superior mental endowment develop more rapidly than do children of just normal intelligence, and are able to pass through the lower schools at a more rapid rate than their duller neighbors without detriment to their physical or mental health. Although the modern tendency in the more progressive schools is not to push these children too rapidly through the lower schools, but to temper acceleration with enrichment of their program, some reduction in the number of years which they will inevitably spend in education is certainly desirable, and the increase in the number of students who enter college before their eighteen year is a wholesome sign. Moreover it has been shown by investigations at Goucher and elsewhere that the younger college entrant tends to be a superior college student. The great majority of these younger students are also sufficiently mature socially and physically to adjust themselves happily to the new social world of the college.

CURRICULUM CHANGES

The fulfilment of the ideal of the College—"the formation of womanly character for womanly ends"—was in the early years frustrated by the influence of tradition. The Aristotelian conception of education as culture and of culture as preparation for leisure dominated all institutions of higher learning. When such a conception was declared inadequate, it was defended on the grounds of the disciplinary theory, as mental training which would so develop the powers of the mind that they would function equally well with any practical problems that life might later present. The Aristotelian ideal was the

natural outcome of a social structure in which culture was the special prerogative of a leisure class made possible by a substratum of slaves. The modern democratic ideal conceives of a society in which both leisure and labor are the duty and privilege of all. In such a state, the conception of education as preparation for leisure, although increasingly important in that it must be expanded to embrace all classes of society, becomes at the same time inadequate in that there is no leisure class; culture, which is the right of all, is as inclusive as life itself. "It is the particular task of education at the present time to struggle in behalf of an aim in which social efficiency and personal culture are synonyms instead of antagonists."⁶

The sheltered position of modern women of the upper class and their freedom from economic responsibilities prolonged the influence of the Greek ideal in their education; but the twentieth-century recognition of their economic and political rights and responsibilities has made that ideal wholly obsolete. The broader view has gradually transformed the curriculum of the women's colleges, until it has come to embrace some preparation for all the manifold duties of the modern woman—not only in the home, but in the world of industry, of government, and of finance. Some foreshadowing of this broader purpose is seen in the early curriculum of the Woman's College of Baltimore with its inclusion of "natural science," anatomy, physiology, political economy, and psychology. In the first year, however, curriculum offerings were relatively few and departmental organization was simple, with numbers of subject combinations which were determined by the exigencies of the situation and the special aptitudes of the faculty members rather than by strictly logical organization. In the first year there were only seven regular members of the academic staff; their teaching subjects were divided as follows: mathematics, English, "natural science" (chemistry, physics, and biology), classical languages, modern languages (French and German), anatomy, physiology, and hygiene, and a combination of

history, philosophy, logic, ethics, psychology, and Bible. In addition to the academic departments there were four others whose courses were not recognized for the degree—elocution, music, fine arts, and physical education.

As the faculty and the student body increased, and the four year course became a reality, curriculum changes were frequent and departmental organization was rapidly evolved. The departments of English and mathematics held their independent status from the beginning. In the first four years the "natural sciences" were separated to form the three departments of chemistry, physics, and biology; "modern languages" separated into the two departments of French and German, and the department of history, political science, and economics was divorced from its temporary union with Bible and philosophy. Geology and mineralogy appeared in 1891-92 and remained in the curriculum until 1911-12, when it was suspended to be reinstated twice, and finally dropped in 1926-27. Beginning in its inaugural year, the Woman's College provided a course of lectures on physiology and hygiene, which were given by the college physician. In 1895-96 under Dr. Lilian Welsh these lectures were expanded into a regular course with laboratory work, which formed the nucleus of the department of physiology and hygiene. The modern languages were enriched by the addition of Spanish and Italian, which were incorporated with French into the department of Romance languages.

History, political science, and sociology continued to be taught in one department until 1902-03, when economics and sociology became a separate department. Not until seventeen years later, when the Nineteenth Amendment to the Constitution gave to women the responsibility of the suffrage, was political science elevated to the status of a separate department.

The department of Bible and philosophy, in which psychology was included, remained so organized until 1915-16, when three separate departments were created—Biblical literature and comparative religions, philosophy, and psychology. In

the meantime, in response to an insistent demand, some courses in education had appeared in the curriculum. These were temporarily included in the department of psychology, but in 1916 a separate department of education was created.

The attitude of the College toward the fine arts has passed through several phases. In the early days of the Woman's College courses were offered in vocal and instrumental music and in drawing and painting, but they were never recognized as a part of the regular curriculum qualifying for the degree. These courses were finally abandoned in 1902 and students who wished to combine such subjects with the college course were advised to seek them at the local institutions which specialized in music or art. However, interest in the theory of art was early manifested largely because of the enthusiasm of Dr. Hans Froelicher, professor of German. In the earliest years he gave a series of lectures on art. Later these lectures were expanded into an accredited course in the fine arts, which for a brief period was required for the degree. After his death in 1930, a specialist in fine arts was appointed and the work was organized as a department. In 1935, music received its first recognition in the curriculum by the appointment of an instructor, the introduction of courses in appreciation and theory, and the organization of a department.

In spite of its recognition of "efficiency in the duties of the home" and the "formation of womanly character for womanly ends" as one aim of the College there were in the early years but few evidences of conscious efforts to direct the curriculum toward these ends. The first indication is found in the statement of the content of a course in economics for 1902-03: "Consumption, production, exchange, and distribution, with emphasis upon the economic function of women, household economy, and domestic service—treated in accordance with the laws of social evolution, and concluding with the ethical aspects." In the year 1917-18, President Guth created a department of home economics, because "We believe at

Goucher College that education ought "to be for use and not merely for ornament." When Dr. Ruth Wheeler, a well-known scientist, was appointed professor of home economics, the work expanded to constitute a major department, whose popularity among the students was immediate. However, two years later when Dr. Wheeler resigned to accept an important executive position, the department was disbanded, and the only direct survival is a course in nutrition given in the department of physiology and hygiene.

The purpose of "efficiency in the duties of the home" has received recognition in other ways. The department of economics and sociology under Professor T. P. Thomas developed two courses looking to home responsibilities: "The Family," a study of the historical developments, present status, and problems of the home—a pioneer course in its subject—and "The Economics of Consumption," a course designed to give scientific background for the problems of consumption which are recognized today as chiefly the problems of women. The department of physiology and hygiene, in addition to the study of nutrition mentioned above, presents a course in community hygiene in which not only the more broadly social problems but the hygiene of the home and of child care are emphasized. The department of education for sometime offered a major in early elementary education in which the courses in child psychology and allied subjects led directly to preparation for parenthood. The combined offerings of these departments gave opportunity for acquiring considerable insight into the many-sided problems of home-making.

Thus the curriculum organization has developed from the originally vaguely differentiated departments into eighteen departments, designated as Biology, Chemistry, Classics, Economics and Sociology, Education, Fine Arts, German, History, Mathematics, Music, Philosophy, Physics, Physiology and Hygiene, Political Science, Psychology, Religion, and Romance Languages.

Vocational claims have not been entirely ignored. Among the earliest signs of recognition of this practical aspect of higher education by the College was the pre-medical work which was planned immediately after the Johns Hopkins Medical School was established in 1892. This school had immediately opened its doors to women students whose previous training had been equivalent to the preliminary medical courses prescribed for men. But the nature of the pre-medical course at the Woman's College could hardly be called narrowly vocational, as it embraced courses in modern languages, Latin, philosophy, and English in addition to specialization in chemistry and biology. The department of economics and sociology has from time to time presented courses of a more or less practical nature, looking toward social service as a vocation. The first of these was offered in 1895-96, a course entitled "Economics and Charities," which included a study of "the dependent and defective classes, with methods of dealing with them." More recently such courses as "Society and the Delinquent," "Methods in Social Work," and "Statistical Methods" have made it possible for the student specializing in social science to prepare partially for practical work in that field. Students interested in international relations with a view to future placement in diplomatic positions are given opportunity to specialize by a combination major embracing studies from the departments of economics and sociology, history, and political science. Until recent years a large percentage of Goucher graduates have become teachers. In the earlier period of the College specialization in some one or more subjects of the secondary school curriculum was sufficient preparation for teaching in high schools; but with the development of research in education and psychology came an increasing demand for courses in education on the college level. Goucher, although recognizing the validity of this demand, has consistently restricted the number of courses which could be offered for a degree in the belief that a rich background of content should

not be sacrificed to a technical knowledge of the methods of teaching it.

In general it has been the policy of the College to include in its curriculum only vocational materials which contribute to general culture, with a minimum amount of apprenticeship. Yet the women's colleges of today can hardly afford to ignore the vocational interests of their students. President Guth said in 1918, "as years go by it becomes increasingly clear that with the changed economic position of women, their increased entrance into the professions and into industry, together with the standardization of requirements for entrance into professional and technical schools, the college cannot look upon its curriculum as designed purely for cultural purposes. The insistent question of the modern student, 'To what does this lead me?' must be met with a practical answer. Primarily college courses may be, probably must be, cultural, but this is not incompatible with making these courses look towards a vocation. There must be training for living and training for doing. It is certainly a function of a college for women to see that women students grasp the significance of this educational idea."

No attempt has been made to follow the record of development within the several departments. The total number of courses offered has grown from fifty-six in 1891-92, the first year when a full four year curriculum was presented, to three hundred and nineteen in 1936-37. Expansion was naturally wider and more rapid in its range in those departments which attracted a large number of students. At Goucher as at the majority of women's colleges, the social studies and the humanities have always been more popular than the physical sciences and mathematics. More specifically, English, economics and sociology, history, and the Romance languages have far exceeded any other subjects in the favor of students both as majors and as free electives; as a result, these departments excel in the variety and intensiveness of their courses.

In economics and sociology specialization has taken two distinct lines: economics, including, besides the general course in principles, courses in the "Economics of Consumption," "Labor Problems," and "Women in Industry;" sociology, including social psychology.

REQUIREMENTS FOR THE DEGREE

The history of the changes in the requirements for the degree has already been foreshadowed in tracing the admission policy and curriculum development. At the period when the Woman's College of Baltimore was founded, the principle of free election of courses had been tried and found wanting; but it had left its mark upon the curriculum of every American institution of higher learning in the form of some kind of compromise between freedom and prescription. This is evident in the provisions of the older colleges for women. The Vassar curriculum of 1888 was "formed with regard to the conflicts between the prescribed and elective systems,"⁶ where the work of the first three semesters and seven hours of the fourth semester was prescribed, the remaining hours of the fourth semester and the whole of the third and fourth years being left open for elective subjects. Wellesley College, after a year of prescribed work, offered a bifurcated course, classical and scientific. The student, having made her choice of one of these lines, followed its course with increasing opportunity for free elections in the junior and senior year.⁷ At the Woman's College, the curriculum was originally divided into four main "courses," the classical, modern language, mathematical, and scientific. Immediately upon her enrolment each student was required to elect one of these courses, and having chosen the main highway over which she wished to travel, she had little opportunity to wander into bypaths. Sixteen year-hours of work were prescribed for the freshman year, fourteen for the sophomore, eleven for the junior, and six for the senior year.

In the total program of courses leading to the degree approximately fourteen year-hours were left open for free electives. The rigidity of the plan was somewhat mitigated by the provision that "other combinations may be permitted by the Faculty." There was a large core of subjects which were the same for all four courses.

The subjects required of all students included one year of college Latin, mathematics, physical science, history, psychology and logic, political and social science, ethics and Christian evidences, English rhetoric, literature, and in addition foreign languages selected from Greek, French, and German. Bible study was required for one hour each week through the four years, and weekly lectures on human anatomy and hygiene were prescribed for one year. In addition to these subjects which were accredited toward the degree, the writing of an essay every two weeks throughout the college course, elocution through two years, and physical training in Swedish gymnastics through the four years were required without credit.

That this program was consciously planned with due regard for the prevailing type of contemporary program for the men's colleges is made clear by the early catalogue statement that "the course of study is substantially the same as that of Johns Hopkins University." It is also practically identical with the lists of prescribed courses at Vassar and Wellesley, although differing somewhat in details. For example, required history in 1888 at Vassar included Greek and Roman history only; at Wellesley, English and United States history and "the history of civilization;" at the Woman's College, ancient, medieval, and modern history. The requirements in the physical sciences are the most diverse, at Vassar consisting of "natural history" alone, at Wellesley, of chemistry and physics, at the the Woman's College, of botany, biology, chemistry, or physics. In addition, Wellesley and the Woman's College required Bible and ethics.

In its provisions for the physical welfare of its students the

Woman's College of Baltimore was in advance of its elder sisters. Wellesley as late as 1899-00 required one hour of physical training for one year, "permitted it to a limited number of upper classmen, and gave opportunity for organized out-of-door sports, including rowing." The program of physical education at the Woman's College, as has been mentioned above, required two hours of class work a week at the beginning, and this prescription was soon increased to three hours a week throughout the four year course.

The subjects listed as electives in all three institutions included a wide variety of choices: for example, in the physical sciences, mineralogy and lithology (Wellesley), astronomy (Vassar and the Woman's College), and lectures on geology and mineralogy (Woman's College), and in the humanities, theory of art and music (Wellesley).

In 1891-92 the four "Courses" for the degree had given place to fourteen "Groups," including nine possible language combinations, three physical science combinations, history-political science, and history-English. A clearer recognition of the relation between prescription and individual choice is shown in the expressed desire for "careful proportion between required and elective courses. The required courses are those essential to any course in liberal education and are the foundations on which later specialization may build. There must be sufficient opportunity for choice to enable the student to shape her work with reference to any particular end she may have in view. . . . The electives may not be combined at pleasure but must be chosen with reference to the pursuit of a consistent course of study and must follow naturally the work already accomplished."

Two years later (1893-94) the fourteen "Groups" were reduced to seven, consisting of Latin-Greek, Latin-English, English-German, French-German, mathematics-physics, chemistry-biology, and history-sociology. However, in 1895-96, nineteen principal "Groups" are listed, providing a wide range

of choice. The number of required courses was gradually reduced, so that at this time they comprised only about fifty percent of the student's work, but they must be taken at a definite stage and electives must be grouped in a consistent manner with the required courses and with other electives. Furthermore, "The course of study is not arranged for early specialization but for symmetrical intellectual development. Yet students may pursue some one study or group of studies consecutively in preparation for attaining a specialist's knowledge after graduation."⁸ Two years later a special bulletin issued by the College discusses the problem of the free election of studies and of specialization from a slightly more modern point of view. "Every student should do advanced work in some one subject and yet give a part of her time to other subjects to avoid premature specialization or its opposite evil of never choosing at all but spending four years dipping into all the subjects the catalogue offers. . . . Besides a hurt to their moral natures through such indecision, they [the students] finish their four years of college with very little positive knowledge to show for it, besides never having proceeded beyond the elementary methods employed at the beginning of a new subject."

The conception of the departmental major was evolved gradually through the next twenty years. The program for 1895-96 provides that "After the freshman year two courses of four hours each are elective each year. So a student may pursue a chosen subject through three consecutive years."⁹ It is not until 1902-03 that the term major is used in this connection: "Each student must elect one subject to be pursued usually consecutively through the equivalent of two courses of four hours each during a year. These constitute a major. No required course may be counted as part of a major or minor." In the following years the requirement became crystalized as two major subjects of eight year-hours each or one major of eight year hours and two minors of four year-hours each. So

it remained until 1915-16, when, under President Guth's administration, the present major plan was adopted. According to this plan every student was required to choose a "major department" by the middle of her sophomore year. In partial fulfillment of the requirements for the degree she must offer credits amounting to approximately thirty semester hours, not including required courses, in her major and its related subjects. No definite combination of these subjects was fixed, but each student must pursue such subjects as were specified by an advisory committee, two members of which were the Dean and the student's major professor. This last provision was later modified so that the major professor became the advisor, his decisions being subject to final approval by the Dean. The major system remained substantially the same until the curriculum revision of 1934, when significant changes were made which are so closely identified with other phases of this revision that they will be considered later.

The requirements of Latin and mathematics remained until President Guth's administration. Latin was dropped from the requirements, and one year later mathematics also. "Thus," says President Guth, "education is freed from the shackles of the belief that no education worthwhile can be acquired without a painstaking drill in Latin and mathematics."¹⁰

The attitude of the College toward the sciences, on the other hand, has been one of steadily increasing interest. The original requirement of one year of any "natural science," taken at any time before the senior year, gave way in 1894-95 to the specific requirement of physics and one other science in addition to the lecture course in "anatomy and hygiene." In the following year the latter course was expanded into a three hour course in physiology and hygiene with laboratory work lasting through the year. Soon after, physics and chemistry were both made obligatory for the degree, unless a satisfactory course in either had been offered for entrance. The year course in physiology

and hygiene was reduced in 1915-16 to one semester, and one semester of biology was made prerequisite to it. Psychology had been a requirement from the first years. The science sequence from 1915-16 until the revision of 1934 consisted of one year of physics or chemistry provided both had not been taken in secondary school, and one semester each of biology, physiology and hygiene, and psychology.

English language (as rhetoric or composition) and literature have always been required, although the content and the numbers of hours prescribed have varied from time to time. In 1919-20 the requirement of two years of English, one year of composition and one year's survey of the development of English literature, was adopted. Eleven years later some flexibility was introduced into the program in consideration of differences in the capacities and preparation of students. Those who showed special aptitudes in composition were exempted from the second semester of freshman composition and permitted to substitute either an advanced course in composition or a course in literature. Those who had had the equivalent of the survey course in literature were permitted to substitute an intensive course in some special field of English literature.

History, which has also been a required subject from the earliest years of the College, originally included ancient, medieval, and modern history. This course was later broadened in title to "The History of Civilization," then limited to ancient or medieval civilization. Still later English history was added as a third alternative, and in 1917-18 United States history became a fourth. Four years later freedom of election was extended to permit a choice of any course selected from the elementary group. This experiment was evidently not wholly successful, for in 1924-25 all students were required to take the course in medieval and modern European history. In 1930-31 the requirement was slightly modified by permitting the substitution in exceptional cases, with the approval of the department, of an elective course of an intermediate grade of difficulty for the second half of the requirement.

In the linguistic studies, aside from the changes in the Latin requirement, there were occasional variations. In the first years of the Woman's College, the classical domination is seen in the requirement, in addition to Latin, of one year of Greek, for which a modern language might be substituted. Three years later Latin and two years of a modern language are required. For a time a third language was demanded, and for several years Latin, German, and French were stipulated, including a reading knowledge of the two modern languages. In 1919-20, a student might take in College two years each of any two foreign languages, Latin, Greek, French, Italian, Spanish, or German, for which four years in secondary school could be offered as an equivalent.

In the field of philosophy and ethics, the one constant requirement has been the study of the Bible, which appears under various titles—as "Bible," "The Bible as Literature," "Biblical Literature," and "Religion." After six years, during which Bible was required for one year-hour through the four years, the course was concentrated in the last two years. In 1901, the prescription was limited to one year, and in 1932, to one semester. For several years "Morals and Christian Evidences" was listed as a senior requirement. It gave place to philosophy in 1894, but after eight years was reinstated as ethics, which was dropped as a prescribed course in 1910-11 in favor of philosophy, which remained a requirement for the degree until 1934.

THE NEW PLAN OF 1934

For the past ten years the liberal arts colleges and universities have been subjected to many investigations resulting in trenchant criticisms, criticisms directed against their aims, their curriculum offerings and organization, their teaching techniques, and their methods of accounting for results. Their aims are said to be stated in too general terms, to be too remote from the life needs of students, and to place too exclusive

emphasis upon the functions of "general education" at the sacrifice of such specialized education as will prepare the student to meet her individual problems and responsibilities. Their curriculum requirements are said to be too inflexible, taking too little account of the variable preparation, capacities, and purposes of their students. Their teaching techniques are charged with over emphasis upon the lecture method and the acquisition of knowledge without adequate provision for its assimilation, and without sufficient opportunity for the development of independent thinking and independent search for truth.

College methods of accounting in terms of "credit hours," the accumulation of which, like bank deposits, entitles the holder to present her claim for the degree, have been blamed for failure in results. As Dr. William S. Learned has suggested in connection with the Pennsylvania Study, the system is administered "in isolated packages of specific ideas, segregated for the time being in self-contained 'courses,' elected semester-wise and cut off by their examinations and 'credits' from any other living connections." As one course succeeds another and the credits toward a degree are secured, the average student tends to relieve his mind of what has gone before in favor of the tasks of the day. This accumulation of credits, as a measure of intellectual stature, is "somewhat analogous to a record of physical growth that should content itself with adding together the amounts of food daily administered to a child and take no thought of the actual growth of the child itself."¹¹

Goucher College has for many years been cognizant of the problems presented by these criticisms, and both in its admission requirements and in its curriculum has been making tentative efforts to adjust itself to an educational changing social order. With the advent of President Robertson, these efforts were brought to a focus. In the spring of 1934, the Faculty adopted the report of the Curriculum Committee which had

been at work for nearly three years under his chairmanship. This legislation brought sweeping changes in the plan of curriculum organization. The college course was separated into two somewhat distinct parts, to be known as the Lower and Upper Divisions. The purpose of the Lower Division, normally the first two years of college, was defined as the continuation of general education, whose end is preparation for living richly and responsibly, comprising the following specific objectives: the maintenance of physical and mental health; the ability to comprehend and communicate ideas both in English and in foreign languages; an understanding of the heritage of the past in its relation to the present; an understanding of the scientific developments of the present age as a basis for the interpretation of the modern intellectual and industrial world; acquaintance with the social sciences as a foundation for the realization of the responsibilities for social living; the ability to utilize resources with economic and aesthetic satisfaction; and appreciation of literature and the fine arts; and an intelligent appreciation of philosophy and religion.

The purpose of the Upper Division, normally the last two years of college, is defined as specialization in the field of major interest. This does not imply that general education is regarded as complete at this period; in fact, it is recognized that general education continues throughout life. It is hoped, however, that the student by this time will have acquired such intellectual interests, such study habits, and such fundamental knowledge in varied fields that she will be able to continue her general education independently. Moreover, the period of specialization is not to be narrowly interpreted. Further opportunity for general education is given by the provision that only approximately one half of a student's time in the Upper Division shall be devoted to the major subject, leaving her free for the remaining time to range in the fields of knowledge which have not been included either in the lower division

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program or in her major and its related subjects, or to pursue further any subjects of secondary interest.

In its administration the New Plan is designed to liberate the student at the beginning from any attempt at regimentation. The work of the Lower Division is not prescribed. Each student's schedule is planned for her individually, with reference to her previous education, her present interests and aptitudes, and her probable future needs. Three safeguards are provided to prevent a one-sided and unorganized program. First, each student must plan her course in consultation with her Guidance Officer. Since a Guidance Officer is responsible for a relatively small number of students he may be able to study each one carefully in order to guide her progress towards the development of her individual capacities and the strengthening of her individual weaknesses. Second, each student is expected to plan her schedule with regard to the furtherance of the general aims of education as they have already been defined, supplementing her secondary school course in such subjects as have been omitted or inadequately presented there, and adding such subjects as are not offered in secondary schools. Third, she must prepare herself to meet successfully the series of tests which are the qualifying measures for advancement to the Upper Division. The first of these is a general examination covering the fields of knowledge related to the fulfilment of the objectives. The second is an examination in one foreign language, in which the student must demonstrate her ability to use the language as a tool by facility in reading. The third test is an essay examination in which the student is expected to demonstrate her ability to think effectively and to express her ideas clearly and correctly on some one topic selected by her from a list of assigned subjects. The fourth is a library project by which she must prove her ability to use the library, to organize materials, and to perform an intellectual task independently.

In addition to passing these tests of intellectual fitness, each candidate for advancement to the Upper Division must have certain character qualifications which are demonstrated by her adaptation to the human situations presented by the college world both in the classroom and in its many extracurriculum activities. Although this last qualification is difficult to appraise, and must be based largely upon subjective judgments, it is none the less fundamental if the College is to fulfill its purpose of preparing its students to meet life's situations.

Although there are no required courses the statement of objectives and the above measures for testing the students' progress toward their attainment ensure that the great fields of human knowledge will have been traversed, and that a broad foundation will have been laid for the more specialized education which is to follow.

The plan for the Upper Division is a less radical departure from the practice of the preceding years. Approximately one half of the students' time is to be devoted to the major subject and its allied courses. The remainder is left free for election in other fields. The courses of the Upper Division are planned to serve the needs of students of intellectual maturity, who have been previously trained in scholarly interests and habits. Independent work is encouraged. The work of the major department culminates in a comprehensive examination at the end of the senior year, covering the content of the major field. This serves to organize and unify the materials of the individual courses. As stated in reference to a similar plan adopted at the University of Wisconsin, "it breaks down the present idea that all knowledge is divided into courses which, if once taken, may be forgotten. To graduate by piling up so many credits without genuine mastery of subjects will be more difficult."¹² Goucher College hopes to attain this end by abandoning the course-credit system, with its bookkeeping methods of evaluating academic work, and substituting the record of achievement as measured in the ways described above.

In order that the student may have time and opportunity to develop this power of independent, intellectual work, the normal schedule throughout the four years is reduced from ten courses a year to nine a year, thus affording more time for independent reading. To provide for a greater degree of concentration the College has reverted to the three term organization which was in effect during the earliest years. By all these means the College aims to give to each student the opportunity to develop her special capacities in accordance with her individual needs, and at the same time to stimulate scholarly interests.

GRADES

By the terms of the new curriculum, grades in courses are considered in relation to other measures of achievement, but their elimination from all consideration must probably await a more ideal organization of society and a corresponding reconstruction of human nature. The system of grading at Goucher College has been the subject of periodic investigation and legislation. In the early years of the Woman's College the closed system of grading was adopted, according to which the students were not permitted to know their grades until after graduation. At first only four grades were recorded—"Passed with credit," "Passed," "Conditioned" and "Deficient." These values were later modified to include "High Credit," "Credit," "Passed," "Conditioned," and "Failed." No further change was made until 1915-16 when the Missouri system of grading was adopted and it was decided that grades should be announced to the student not later than ten days after the final examination.

ADAPTING THE CURRICULUM TO THE INDIVIDUAL

The effort to adapt the curriculum to the individual student began long before the curriculum revision of 1934, though it

must be admitted that Goucher like all other colleges has been slower to make such adjustments to individual needs than the lower schools have been.

It has been shown that from the earliest days, Goucher has sought to provide for a certain amount of flexibility in both entrance requirements and requirements for the degree. Individual differences have also been provided for by excusing from required courses, students who could demonstrate their proficiency in these subjects. Thus in the departments of English and history the most able and best prepared students were released from at least a part of the required courses and were permitted to substitute advanced courses, partly of their own choosing. In the English department a test of English usage has since 1932 been given to all freshmen, and made a basis for guidance in determining whether students shall be urged to elect courses in English composition. In French also every student who offers entrance credits is subjected to a test, and her placement at Goucher is based, not upon her secondary school record, but upon her demonstrated ability to do satisfactory work in this language at a certain level.

In recent years some experiments have been made in the sectioning of classes according to ability—a movement which seems to be founded on sound psychological grounds and which has been gaining steadily in popularity at all levels of education below the college. Such experiments met with objections from some members of the faculty. "They tended to develop intellectual snobbery in the students of the upper sections;" "they were less stimulating to students and instructors of the lower sections, and were no more effective in results." After one year's trial sectioning according to ability was abandoned as a general policy. It was continued for several years in certain departments, but because of administrative difficulties was finally abandoned.

Adaptation to the individual in the rate of progress through college has also received some attention from the beginning.

The Woman's College made some effort to escape from the tradition of the four year schedule leading to the bachelor of arts degree, as is shown by the catalogue statement of 1889-90: "The old class-system with its traditional names and fixed dates for graduation is abandoned as open to the objection of requiring the same amount of work of all students within the same time." In the catalogue for 1891-92 this statement is elaborated; while it will ordinarily take four years to complete the degree requirement, the length of the period is subordinate. Students who are young or of delicate constitution may take longer. Students who are maturer and more vigorous or of superior industry may take less time. In order to lessen the weight of tradition in place of the time-honored designations, freshman, sophomore, junior, and senior, they used the somewhat cumbersome titles, "first collegiate, second, third and fourth collegiate;" but, since these titles stood for the same concepts, they were soon dropped. However, the statement regarding flexibility in the time for fulfillment of the requirements for graduation remained, but without much effect so far as the acceleration of more able students was concerned, since the rigid scheme of required courses, with a definite limitation on the number of courses, or class-hours, that could be carried, made it almost impossible for students to take advantage of the freedom nominally granted. With the inauguration of the new plan of 1934, the opportunity for more rapid progress through college is clearly provided for those who are mentally and physically equipped to take advantage of it. "The student's previous preparation, her individual interests, and her special needs will determine both the length of time necessary and the best ways of making progress."¹³

Perhaps the most effective means of providing for the individual of high ability is the opportunity for independent study. To some degree the College has always recognized the necessity

for developing in its students the power to think independently and effectively. In the catalogue for 1897-98 occurs the sentence: "The acquisition of information is less important than the practical training in observation, investigation of both sides of controversial questions, and the formation of discriminating judgments." The years have brought increasing emphasis upon the guidance of students toward habits of independent study and toward scholarly interests by the extensive use of a growing library, by the assignment of papers calling for independent research, by individual experimentation in laboratory courses, and by individual or committee reports. In many classes the expression of opinion and frank and free discussion of controversial problems give opportunity for personal initiative and self-expression. Thus the stimulus to original thinking is present from the beginning of the college course and is presented to every student. However, it is recognized that students of high ability, whether in general intelligence or in some special field, will profit most from such opportunities, which must therefore be provided them in larger measure than for the student body as a whole. For a number of years such provision has been made along two lines. All language departments have since 1934 permitted students whose past records have been satisfactory to do independent study during the summer months. The results of this work are tested at the beginning of the fall term and must be of high grade to receive recognition. Opportunity to do honors work in the senior year has been offered to students of outstanding ability since 1931-32. Those who are invited to do this work are released from an equivalent amount of class work, in order that they may devote their time to research; if this work is of satisfactory quality, it counts toward the degree; if it is of the highest grade, the student receives "departmental honors," now "special honors."

The plan of the new curriculum of 1934, which accepted

whole-heartedly the principle that education is fundamentally a means of guiding the student towards satisfactory solution of her life problems, made liberal provision for independent study. Emphasis in the Lower Division upon the fulfilment of aims rather than upon earning credits placed the responsibility squarely upon the student. No longer accountable merely for passing courses, she is held accountable for mastery of subject matter. Released from a too-exacting program of required work in the classroom, she is free to secure this material on her own initiative and in her own time yet under the guidance of a member of the faculty who has studied her peculiar needs and interests. In the Upper Division her powers of self-direction are further tested by the comprehensive examination, which requires the organization and unification of a wide field of knowledge covering the work of two or three years in her major and its allied subjects. This is her personal responsibility. By this means the burden of responsibility for achievement is gradually shifted to the student, with the purpose and in the hope that the habits of intellectual initiative and the scholarly interests so fostered may prepare her to meet life's problems, whether in the home or in the marketplace or in the study.

Thus the College has evolved since its opening in 1888 from a small institution, whose high purposes as expressed in its catalogue were hampered in their realization by the traditions of the era in which it was founded, to one which is rapidly adapting itself to the educational needs of the times, with its entrance requirements adjusted to the changing character of the modern secondary school; its offering of courses providing such content as will prepare its students for the demands of present day living for the educated woman; its methods and administration seeking to prepare its graduates to cope with this complex rapidly changing world by the development of independent judgment and the power to acquire new truth

rather than a body of fixed doctrines; its curriculum and methods made sufficiently flexible to meet the varying needs, capacities, and interests of its students rather than to mould them all in a common form. It cannot be assumed that the present organization is final, for, in the words of the great interpreter of education in the present age, "Life is growth and growth is change."¹⁴ In so far as it is possible to predict the future from the past it may be assumed that Goucher College will present a constantly evolving curriculum.

Chapter X

STUDENT LIFE

The early days—Residence hall students—City students—Class organizations—Music—Dramatics—Athletics—Clubs and other organizations of the students—Publications—Traditions—General characteristics.

THE EARLY DAYS

GOUCHER COLLEGE likes to tell this story. One summer, when a man and his wife, interested in entering their daughter, came to Goucher Hall to see Dr. Van Meter, they asked him to show them the college. He hesitated for a minute and then said, "The college is not here, it is home on vacation; I cannot show it to you. But I can show you the buildings." In a very real sense the students are the College.

Student life, after moving slowly the first year, soon acquired a more rapid tempo. Matters of general concern were settled, life in residence halls begun, classes organized. By the middle of the "nineties" every phase of student life had been launched. Musical, literary, dramatic, athletic, and other organizations had been formed, two student publications had been started, and activities repeated each year had developed into traditions. Dr. Welsh, commenting many years later on this development, wrote:

It is somewhat surprising when one passes in review the various student activities that have imbedded themselves as traditions in the college life, how many had their origin in the early days of the college.

Either early students had more ingenuity, or entering an empty field, they preempted all the space with things so essentially good that they have never been displaced.¹

That this should be so was all the more remarkable in view of the heterogeneous nature of that group of "about fifty young

ladies, the majority of them accompanied by their parents or guardians" and many of them manifesting "a little nervousness," who enrolled for classes in September 1888. There was no "formal opening" until a full two months had passed. There was no student welcome for the freshmen—nobody knew who the freshmen were, not even themselves—and there were no upperclassmen. Moreover, there was no Bennett Hall, no residence to serve as a center for social activities; there were a few completed classrooms in Goucher Hall and the chapel of the First Methodist Church. Yet student life during the first year, though somewhat barren of events, was by no means negative and dreary. Both faculty and students were filled with the enthusiasm of pioneers, and there was a very friendly relation between them, as there was also among the students, collegiates and subcollegiates, who were apparently then upon the same footing. The faculty were hosts at the first college party, a Christmas party around a huge trimmed cedar reaching to the second story in the central pavilion of Goucher Hall. With this party communal life may be said to have begun. A Glee Club was formed. Concerts and art exhibitions brought the students together for pleasant social intercourse.

This sense of unity was given outward expression in the conventional symbols of college life: a college yell—sanctioned the next year by President Hopkins with the proviso that it be used only in the open air—which was later replaced by the call, "B-A-L-T-I-M-O-R-E, Baltimore"; college colors of blue and yellow, "shown with good effect on the gymnasium suits,"² and stabilized as dark blue and gold by the Board of Control after several years during which the shade of blue varied.³ Other outward symbols had to wait for their adoption: the first college pin was not devised until 1893; the official pin was not designed until 1899; caps and gowns were not thought of until 1890-91, after the subcollegiates had been segregated, and were not worn until the first commencement day.

Upon these outward symbols the students looked with true

Victorian sentimentality. Of their academic costume, for example, which had, in 1893, been made compulsory for all college occasions, they wrote:

We may value our uniform now chiefly because it is so chic and becoming, but we know there is in it a deep signification; that the very wearing of it impresses upon us a high standard which we must not fall below. . . . Our cap and gown will become more and more dear to us as the companions of our daily work, until at last we shall lay them away when we have finished our college life, with the feeling that there is something sacred about them.⁴

"College spirit" was being built up in those early days. Through the years that followed, it has fluctuated in expression; at times it has even been regarded as bad form to be "collegiate." But on the whole, though caps and gowns, for instance, are no longer regarded with such veneration and are reserved for commencement week and for the use of the College Choir and the ushers at lectures, the inner "spirit of Goucher" has continued to determine "today's step" that marks "tomorrow's stride." The record of the community life, of the active organizations of the College, of the traditions—those that have lived and those that have died—is the record of a structure built firmly on the foundation stones of 1888.

RESIDENCE HALL STUDENTS

Some of the most attractive features of college life are developed through the pleasant associations and intimate relationships of students in the residence halls. According to the first prospectus (1888) of the Woman's College of Baltimore City, the authorities did not plan to maintain a boarding department for students coming from a distance. But the plan was satisfactory neither to parents and students, nor to the college staff, and during the opening year, the first residence building, Home A—now Alfheim—was begun. It was not ready for occupancy until December 20, 1889, when the new

home was opened with about forty residents. Mrs. M. A. Thomas, the "lady in charge," was the first of that long succession of what are now called "heads of halls," all of whom have done much as guides and mentors of the domestic life of hall students. In recent years some of them have been members of the faculty.

A contemporary paper gives some glimpses of life in the boarding hall a few months after it opened. In the bedrooms, "on the pretty dressing table of polished oak, with its glittering plate glass mirror, are all the dainty trifles so dear to woman's heart. There is the pin cushion, resplendent with satin and lace, the embroidered mouchoir case, the fancy comb, brush, and hand glass, the plush covered manicure set, with innumerable knick-knacks in the frames of the mirror, such as visiting cards, the inevitable tin-types, and miniature photographs . . . while in places of honor, encased in delicate hand painted frames, are the photographs of several young men, 'my brothers you know' explains the fair occupant. . . . In another part of the room is the wash stand, with decorated toilet set and bright bordered towels, hung with an eye for the artistic."

The day began at fifteen minutes before seven, when the matron marched relentlessly up and down the halls ringing the rising bell, and, in case "its resounding tones should not prove effectual, knocked coaxingly on each door, and continued to do so until a voice from within responded sleepily, "I'm awake." After breakfast at seven-thirty, the students put their rooms in order and then went to classes, returning for dinner at one-fifteen. After supper served at six o'clock they had a social hour in which they occupied themselves with music and singing, games and conversation, and "running and sliding up and down the long corridors" (remember the subcollegiates among them). Then followed two hours of study, and finally at half-past ten the last bell—lights out—was rung. Perhaps Mrs. Thomas was a bit lenient with her family, for on March 31, 1890, the

Executive Committee directed Mrs. Thomas to have the gas in the Boarding Hall turned off at half-past ten. It was gas in those days.

There was a pleasant mingling of the North and the South in the management of the home that first year, for the lady in charge was from Massachusetts and the matron from Virginia, and between them they were able to provide something suited to all tastes. We do not know what delicacy the Old Dominion furnished, but the hall adopted the favorite old New England custom of having baked beans for supper on Saturday nights—"a plan which meets with the hearty approval of the students."

This home proved so popular and the enrolment from out of town increased so rapidly that in quick succession three more residence halls were built. In these, students lived happily, despite numerous regulations that many of them did not like. Modern amusement at the prohibitions of those early days must be tempered by the realization that to the rigid social regulations of the late Victorian Age, the College, under careful Methodist oversight, added the strict rules of the church in relation to amusements. A booklet of Regulations for the Government of the College Homes of the Woman's College of Baltimore—1895—states that "residents are not permitted to attend the theatre or the opera, or card parties, or to indulge in card playing in their own rooms or anywhere upon the college premises. Dancing is not allowed at the college receptions whether held in the Homes or in the Halls; nor have residents the privilege of participating in dancing elsewhere at public receptions or on similar occasions when they may be allowed to accept invitations; nor may dancing form any part of the entertainment at Society, Fraternity, Class, or other gatherings."

In a pamphlet on "Conditions of Admission to the College Homes" of probably 1892, appear these regulations about callers: "Occasional calls from lady friends may be received . . . gentlemen, not near relatives, are not permitted to call. It

will not be conceded that any relation is possible between young ladies in the Home and young gentlemen of the city that would bring calls from the latter within the limits of propriety. . . . At the same time it is neither desired nor deemed wise to debar residents all intercourse with gentlemen. At the monthly "At Home" and the various receptions they are invited to meet their own and each other's friends under conditions to which no exception can be taken."

In the rules for 1895 the regulations about association with young men were even more strict, for "It need scarcely be mentioned that no one should suffer herself to be joined upon the street or at church or any place of entertainment to which she may be allowed to go, by gentlemen acquaintances. It is always courteous to explain that the rules of the Home do not permit it."

There were also strict rules for the residents in regard to religious observances: "Residents of the Home are required to attend prayers in the College Chapel every morning except Saturday, Sunday, and holidays when prayers will be held in the Home parlor. . . . They are expected to attend Divine Service on Sunday morning at some place of worship."⁵ In 1889 the Executive Committee ruled that each resident must hand in a signed slip on Monday morning giving the name of the church she had attended the day before.

In arguments about the strictness of these rules, the College thus stated its position: "Residence in the College Home is a privilege of which the student may avail herself and not a necessity thrust upon her by the College. . . . Whoever, therefore, accepts the privileges of the Home must conform to its regulations. . . . The rules may sometimes conflict with the student's opinions, wishes, and habits; but the only point to be considered by her, is that they are the discipline of the Home, submitted not to her judgment, but for her acceptance."⁶

Of course, there were attempts to evade some of the rules, and penalties were then imposed by the Board of Control.

Five students attending a matinee on January 12, 1895, were not allowed to remain in the Home for the rest of the year.⁷ Two students who received confectionery from visitors in the alley adjoining the Home, and two others for the same offense and for walking with young men were called before the Board of Control for reproof; they were denied the privilege of making and receiving visits for the remainder of the term, and their parents were informed of their conduct. A young lady reported to the Board by Mrs. Thomas "for an act of impropriety. . .in arranging a matter of business on the Sabbath," was dealt with lightly because she "had uniformly borne a good character in her classes," and Mrs. Thomas was permitted to administer such discipline as she herself thought proper.

"An act of impropriety" was a general term covering many minor offenses in those days, and the method of handling it was veiled in the vague threat that it would be dealt with in "a summary manner."⁸

That the authorities were not always too strict in the interpretation of the rules is shown in the following story of a boarding hall student who started out one afternoon with her grip but returned in a few hours. The belief was that she went to the circus and took the precaution to take a few necessary articles with her in case it should be considered an impropriety and she should not be admitted on her return.⁹

In the midst of many criticisms of the severe rules it is refreshing to come upon this editorial in *Kalends*, January 1891:

Here we are in the midst of a large city and we can not be as free and unconcerned with regard to personally conducting ourselves as we should be were we situated in a small town; secondly we are not the Woman's College alone, but there are some younger members of society among us, whose buoyant spirits sometimes lead them to acts of indiscretion, and those acts never remain unobserved by citizens who have not the welfare of our institution at heart. These two reasons alone are sufficient to make it necessary that some recognized method of discipline should have been adopted, and we sincerely thank the administrators of justice and learning that they did not make it more severe.

If there were some things about which the students were not permitted to act as they desired, in many respects they had very happy times.¹⁰ It is said that the Friday evening receptions held monthly in each of the homes showed great fertility of resource in varying what otherwise might have proved rather monotonous. On the other Friday evenings there were entertainments by the departments, the fraternities, the clubs, and the classes.

The custom begun in the earliest times of having Christmas parties in the halls of residence has been continued, and a gay dinner and a tree in each hall have marked the closing days before vacation. Other festal days of the year have been observed too, especially in earlier times. Hallowe'en, Valentine's Day, and Washington's Birthday have been celebrated, often with costume parties. The young women at Goucher have always liked to "dress up."

Occasionally in the nineties, cold weather gave special opportunities for enjoyment. Dr. Hall and Dr. Shefloe chaperoned skating parties to Sumwalt's Pond, Druid Hill Park, and Lake Roland in 1891 and there were also sleighing parties. In February 1895, two such parties started out from Home C on Saturday afternoon. The members of one crowd were humble and took their seats in low sleighs while the other group climbed high up into a tally-ho on runners, which, alas, soon toppled over. The proud maidens standing in the snow watched their sisters dash by, and then an hour later, with the wisdom of experience, started the second time in low sleighs. Many years later, in 1927, a skating party of another sort was enjoyed, when under the auspices of the sophomore class the students strapped on roller skates and glided over the floor of the Catherine Hooper gymnasium at the Winter Skating Carnival.

There were parties peculiar to the earliest days: a quotation party; an observation party; a bubble party, with the prize going to the guest who blew the largest bubble; a candy pull,

with a good time enjoyed by all, except perhaps those who had to clean up the floor afterwards. Before dancing had been forbidden, there was a sheet dance in January 1891, at Home A, when the masked guests were draped in white from head to foot. After the opening procession and a Virginia reel, the company unmasked and danced for two hours. After refreshments came an exhibition of fancy dancing, and with a final Sir Roger de Coverly the affair came to an end. "After giving the college yell, the ghosts, hot, but happy, retired to dreamland," says the chronicler.

The variety continued at a later period. On October 31, 1899, the residents of Vingolf had a cake walk. Ragtime music was furnished by a comb orchestra with piano accompaniment, and refreshments consisted of stick candy, peanuts, and popcorn. Sometimes important social affairs were parodied. On February 22, 1897, in Home D there was a "Bradley Martin" ball, with a close resemblance in the costumes and decorations to those displayed at the notable function held shortly before in New York City. In 1904, Mrs. Jarley's Waxworks came to Vingolf for two evenings. Very often there were table parties when every passing phase of life was burlesqued: movie parties where each girl represented her favorite star, war parties, with a Red Cross nurse and drum major bonneted in a muff, mid-year examination parties, with a hollow-eyed group clad in cap and gown, each girl bearing the label of her most detested subject. Often there were baby parties, put on by the seniors to the delight of the freshmen.

Outside the immediate circle of the College, even from the earliest times, the hall students had pleasant experiences. In the autumn of 1890 a party of seventeen girls "with their chaperones reminding one strongly of a delegation from an orphan asylum" toured the John Hopkins University. Save for an exchange of Hopkins song and Woman's College cheer, the occasion was evidently quiet and most decorous. The

next morning's paper reported "that the reputation of the young ladies of the Woman's College for lady-like behaviour was as true as it was merited." Other more distant trips were also enjoyed. The one to Annapolis started by Dr. Van Meter became, under the leadership of Dr. William H. Hopkins, an important annual event. For awhile, too, there were yearly excursions to Luray Caverns, conducted by Mr. Bibbings.

Hundreds of trips to Washington have been enjoyed by students of The Woman's College of Baltimore—of Goucher College. The first one was taken by the residents of Home A, under the chaperonage of Mrs. Thomas on a Saturday in February 1890. By daybreak—and happily on a fine day—they were stirring, and travelling on a Baltimore and Potomac express train, they reached Washington before nine o'clock. They visited the National Museum and the Smithsonian, the Corcoran Art Gallery and the Capitol. They attended a reception at the White House and shook hands with President Harrison, and were much disappointed at not meeting Mrs. Harrison. They went up the Washington Monument and from the top gave the college yell. They wanted to stay for the evening and "even suggested going to Susan B. Anthony's banquet. But they pleaded to no avail, for the inexorable lady counted all of her little brood and stowed them away safely on a homeward-bound train."¹¹

Gradually restrictions on the freedom of students in the residence halls have been relaxed, reflecting, on the one side, the changed standards of the Methodist Episcopal Church and, on the other, the growing freedom of young people in society. Toward the end of Dr. Goucher's administration, the prohibition of dancing among the students in the Halls was given up. By the time that the Recreation Hall was opened in President Robertson's administration, dances to which men could be invited were allowed regularly on the campus. At the beginning of Dr. Guth's administration,

the rule against attendance at the theatre and opera was cancelled, and about the same time the restrictions against card playing were rescinded. Today men may call any evening, and students may go out after complying with a minimum of formality in the offices of the heads of the halls. The hour for their return has been gradually advanced. From the Student Counselor week-end permissions may be obtained with little restriction save such as are involved in the written statement of the parents of the young woman concerned. It is well to consider the principle back of some of the social restrictions today. For instance "signing out" is useful because it assures college authorities of the safety of the students; especially in these days of automobiles, there may be anxiety if there is no knowledge of an individual's whereabouts. Many minor liberties have been granted; radios are allowed now in student rooms, and today each hall has a room in which students may smoke.

In her supervision of the students the head of the hall has been greatly aided by the hall president, a senior elected by the students living in her hall. She is a member of the Executive Board of the Students' Organization and brings to it problems relating to the hall residents.

To the four residence halls built in President Goucher's administration, Dr. Guth, at the period of greatly enlarged enrolment, added houses in the neighborhood, which he admirably adapted to the needs of students. In recent years, when there has been a smaller enrolment, comfortable study and rest rooms have been furnished in the halls.

CITY STUDENTS

In general, about two thirds of the students have lived in the residence halls and one third have come from Baltimore and its vicinity, and there have been certain problems in the student life which owed their origin to the large number of

young women not living in the residence halls. Their freedom, especially in the earlier years, caused discontent in the halls; and, on the other hand, there were many college activities in which they found it difficult to participate. Discussions were frequent in the early college publications on the comparative advantages of the town and the home students. There has been a gradual progress towards the solution of the city students' problems, which have centered mainly in lunch and lunchroom, rest and recreation rooms, group organization and quick communication, and the promotion of such forms of social life as would make the student body as a whole better acquainted. When in 1935, under the supervision of Miss McCurley, arrangements were made to serve hot soup to the city students in the City Girls' Center, it was not a new idea but the revival of an old one. In 1898, to meet the same need, the Board of Control arranged in Home A for "bouillon and roll without meat" at fifty cents a week. In response to urgent pleas of the city students, the first lunchroom for their use was set aside on the lower floor of Goucher Hall. Together with the room given to the Christian Association and much used by city students, it was a step toward the satisfaction of their need. When the chapel in Catherine Hooper Hall was remodeled, among the other changes were additional conveniences for the city students, with showers, dressing rooms, lockers, and a kitchen on the gymnasium floor, and a lunchroom on the first floor. The initial effort to give them an apartment was made in 1919, when on the third floor of Vanaheim Hall they had a front room with four comfortable couches to be used only for rest, a dining room and a kitchenette with an ample supply of china and cooking utensils, open from half-past five until eight. The most important change for their benefit was made, however, in 1922, when the City Girls' Center, on Twenty-third Street near Maryland Avenue back of Folkvang Hall, was arranged. Here the city student may rest or cook any time during the day, and with

special permission they may spend the night. In 1932, that they might have a place nearer the center of things, the city students were given for a short time rooms on the ground floor of Foster House.

By 1915 the city students had elected one of their number president of their group. She was enrolled as a member of College Council, in which organization the problem of bringing the city students into college activities was frequently discussed. Soon it was evident that they needed more than a president to take their part in college life, and a committee of city students was formed. Later the whole body of city students was organized and for some years their president has acted as intermediary between her group and the college authorities and, as a member of the Executive Board of the Students' Organization, has brought the point of view of city students to that body.

To furnish quick communication with city students, one of the institutions of the College was devised about 1916: "Wireless." It consists of a board marked off in squares, each of which bears one of the letters of the alphabet. On hooks in each square are placed communications intended for a student whose name begins with the initial of the square. It hangs by the Twenty-third Street door of Goucher Hall, and, though originally designed primarily for city students, it is used now by every one.

Tea dances and receptions have been given by the city students and for them, to get them better acquainted with each other and with the hall students. Since 1922 they have often entertained in their Center.

The problem of an adequate social center for the entire college community, however, was not solved until 1933. For parties, informal dances, and even for formal dances that included both hall and city students, they had to be content with the bare and unattractive gymnasiums of Bennett Hall or Catherine Hooper Hall. In spite of student ingenuity

and taste in decoration, the rooms remained gymnasiums. Miss von Borries, head of the department of physical education, had felt this need especially and frequently referred to it. In 1933 Miss Duval, of the department of physical education, suggested redecorating the small gymnasium in Bennett Hall. Dr. Spencer, professor of fine arts, when called into consultation, saw the architectural possibilities of the room and worked out the color scheme. Mrs. Hayden, household manager, solved the practical problems; Miss Conner, student counselor, listed the uses to which the room could be put. President Robertson had enthusiastically approved the plan, and on his recommendation, the Trustees gave permission for its development. Miss von Borries had calculated that if every one in college gave thirty-five cents, the fund would be sufficient for the transformation, and laid the matter before the College Council. The Council then and there planned for a successful short campaign. With its walls of rose with a tinge of rust, and the woodwork and hangings of different tones of rust, the room was attractive. There were ferns on the window sills, and at intervals around the room were bright blue benches. One end was arranged as a club room, with comfortable chairs, lamps, and card tables. For music there were a piano, a radio, and an orthophonic victrola. The following Saturday night, April 8, 1933, it was formally opened by a dance, with an orchestra of eight pieces. With the opening of the Recreation Hall, the girls were permitted to invite men on Friday or Saturday evenings for games or dancing, and the curfew was delayed until twelve o'clock.

The game room of the Recreation Hall has proved useful, too, not only at odd moments, but on the Game Nights promoted by residents of the halls, when monopoly, bingo, bridge, table tennis, and badminton have been played, this group of games forming an interesting contrast to the croquinole and tiddle-de-winks of early days.

CLASS ORGANIZATIONS

Student life in the residence halls and in the College in general was well under way before class organizations became established in 1891-92, when the College was entering its fourth year and for the first time was having four classes.

The first class to form a regular organization was the Class of '95¹², the freshman class of 1891-92. It was quickly followed by the other three classes that had been about to take the same step. The student body, completely organized, made its first public appearance at the service on the Day of Prayer for Colleges, in the First Methodist Episcopal Church, January 28, 1892, when the students proceeded in a body from the college building and entered the church in classes, each class being led by its president.

Class colors were chosen that first year of organization. The first three classes selected the usual primary colors, though not in the order of today: '92, green and white; '93, yellow and white; '94, red (crimson) and white. In 1901, after an interval of variation, was established the rotation of blue, red, green, and gold which has continued ever since. In the early days each class had also its flower—white rose, daisy, red carnation, narcissus, for the first four classes. Entertainments given in honor of a class always used the class flower in the decoration. The Class of '96 was the first to have a motto, "Da mihi scire, quod sciendum est," and for about ten years thereafter each class used some frequently quoted sentence or phrase in Latin, Greek, German, or English. The first class to have a flag was this same enterprising '96.¹³ The idea was taken up quickly by the other classes in college and also by the alumnae. To '95 must be given the credit for having the first class song, written in their freshman year.¹⁴

In the fall of 1892 there was appointed a general college committee on "yells," whose business it was to stimulate the use of the college yell and to see to it that each class in college

had its yell—except in the case of the seniors, “whose dignity as well-nigh graduates. . . would not permit them to indulge in such an act.”¹⁵

The Class of '96 had two more important “firsts” to add to its honor: at its class day exercises it made a gift to the College, and in its junior year, 1895, it published the first yearbook, the *Donnybrook Fair*, 1896.

To '97 belongs the credit of starting the tradition of “honorary members.” At the end of their freshman year, the spring of 1894, they had a banquet, made notable by the fact that the first honorary member chosen by a class in the Woman's College of Baltimore was the guest of honor—Dr. Maltbie Davenport Babcock, the minister of Brown Memorial Church.

The first class entertainment in the College took place on February 13, 1892, when the seniors gave a Valentine tea to the other collegiate classes. Room 14, the French Room, as it was called for many years, was emptied of all its clumsy chairs, the black board walls were neatly covered with cheese cloth, and the whole room was transformed into a tastefully decorated salon. Rugs covered the bare floor, and screens, lamps, palms, and statuary aided the brightly burning wood fire to make the room home-like. The whole class of '92 received to the right of the mantel piece. Before leaving, each guest picked from a large bowl a valentine, tied with the class colors. Verses had been copied by the seniors on these valentines; some of them were good and some very foolish. When Mrs. Goucher took hers and opened it, there was a tense moment. What had she drawn? “Thou art like unto a flower.” Of all the verses it was the one that the class would have selected for her.

The Class of '94 gave not only the first junior-senior banquet but also the first “sister class” party. In January 1894, they invited '96 to an Arabian Nights party in the Latin School gymnasium. Oriental hangings adorned the walls. Turkish divans and cushions appeared in place of chairs, and mysterious

music filled the air. In the oriental maidens attired in gay Eastern costumes, with flowing tresses, it would have been difficult to recognize the sedate young women in caps and gowns who had "a few hours before trod the paths of learning in Goucher Hall." Each one present, after making obeisance to the Caliph of Bagdad, had to sing, relate a story, tell a joke, or execute some feat of juggling. The seniors, knowing the plan, were prepared, but the poor sophomores had difficulties. After the presentation was over, the Caliph and his people, "squatting gracefully on divans and cushions, enjoyed oriental refreshments: dates, figs, almonds, and other sweet morsels, ice cream and cake being strictly prohibited."¹⁶

And so, in the nineties, the Class, that most important unit in the student group, was well established, and class spirit had become a strong emotion. Throughout the half century, to bring glory to their class, students individually and in groups, have worked in athletics, in dramatics, in "sing song," in publications, in gracious entertaining of other classes, as advisers to incoming freshmen, and as donors to their Alma Mater in times of special need. To do these things well has required effective organization. "And the organization of the class is the culmination and triumph of organization in Goucher."¹⁷

MUSIC

There have been in the College four musical organizations—the Glee Club, the Choir, a Mandolin Club, and an orchestra or jazz band. The Glee Club, antedating the rest, was formed in 1889, and was the first student club organized.¹⁸ This club, under the direction of Miss Florence Belle Cole, later Mrs. Joseph S. Shefloe, practiced regular glees and four-part songs, and gave one concert, which was "a decided success and a genuine novelty."¹⁹ Although the Club was organized anew in successive years, it was not until 1894 that it was

established permanently under the leadership of Mrs. James L. Patton.²⁰ On March 22, 1895, it gave, with the assistance of the Mandolin Club, the first of the annual concerts which have been year after year a pleasant feature of the musical life of the College.

In the "nineties" one of the concert programs consisted of fourteen numbers, including classic compositions, catchy college songs with local hits, a melodious negro melody, and several lively ragtime selections. Sometimes there were original songs, and "true to tradition, they ridicule every one from the janitor to the president, from the long suffering faculty to the longer suffering room mate."²¹ How far the College has gone in the appreciation of good music and the ability to render it is shown by the programs of recent years—Palestrina, Mozart, Wagner, even original musical plays embodying the madrigals of the sixteenth and seventeenth centuries,²² or the songs and choruses of Schubert.²³

At its concert the Club frequently gave operas or operettas. In 1923, under the direction of Edmund Sereno Ender, they presented *The Japanese Girl*; in 1924, *The Old Singing Woman*; in 1925, *The Mikado*; in 1926, with Mrs. Low directing, *The Castaway*; in 1933, *Martha*. One of the favorites was *Hansel and Gretel*. Presented first in 1928, in a simplified form, in 1930 and in 1935 it was given in the more difficult Metropolitan version. The last time there was a Saturday matinee performance for children, whose delight in the witch and the gingerbread house were increased by the gingerbread men that they held in their hands and on which they munched "noisily."

In presenting its programs, the Glee Club usually had the assistance of other college organizations and occasionally of outside groups. The Mandolin Club helped as long as it existed, also the College Choir. The dramatic section of Agora aided in 1925 in giving *The Mikado*, and in 1936, the freshmen members of Masks and Faces presented two short

plays. In 1932, for the first time, men took part in the program. Ten of them, from the Peabody Conservatory and the Choir of Old Saint Paul's, were participants. Again in 1933, in the presentation of *Martha*, the Goucher students were helped by men from the Baltimore Civic Opera Company, Mr. Eugene Martinet, conductor, lending his scores, his scenery, and his costumes, as well as his men. In 1934 the Club was assisted by members of the Johns Hopkins Glee Club.²⁴

The Glee Club has contributed in many ways to the life of the College, helping often at chapel and at commencement exercises, appearing at college spirit parties to sing Goucher's songs to freshmen, adding the necessary musical touch to dramatic events, and now and then assisting in the program on special occasions. For example, it was the Glee Club, stationed on the second floor of Goucher Hall, that sang *Fair Harvard* as President Eliot entered the Hall after making his College Day address in 1895, and it was again the Glee Club that sang the four madrigals at the inauguration dinner in honor of President Robertson.

The College Choir was also begun in the early nineties, though it, too, had to be started several times. Apparently one of its first leaders was Professor Henry Schwing, head of the School of Music of the College, under whom the group met for practice every Friday afternoon in 1892 and were thus prepared to be an efficient aid in the morning service in chapel. From these efforts there finally evolved a students' choir "which... takes a leading part in the chapel services in the morning, and presents an imposing appearance as it sits up among the august members of the faculty."²⁵ However, it evidently did not continue long, and it was not until 1899 that a more permanent choir was formed. When attendance at chapel was made optional instead of compulsory, the Board of Control ruled that to make the service more attractive a college choir should be formed.

The College Choir is an indispensable part of the daily chapel services, and it serves the College in other ways—at vespers, at the Easter morning service, and at Baccalaureate. It was the choir that gave to the college community the beautiful Christmas Carol Service that has become one of the best loved college traditions. Its work is appreciated not only by the faculty, but also by the students, one of whom wrote: “I always carry song in my heart for many a day after I have heard the music of our vested choir.”²⁶

The Banjo Club, organized under the leadership of Lydia Van Meter in January 1891, with sixteen members, later became the Mandolin Club. It continued as an independent organization until about 1923. During this time it assisted with the formal concerts of the Glee Club and also filled a place of its own in college life. The mandolins were heard at the camp fire that marked the end of every picnic in the nineteen twenties, and they formed the “orchestra” for many college spirit parties. “Indeed,” wrote a student, “they are a part of college that none of us would sacrifice, not even the martyred one whose room-mate insists upon practising just when she is trying to study for a quiz in ‘Anglo-Distracted.’”²⁷ In the fall of 1923 the Mandolin Club assisted in the formation of a college orchestra or jazz band, which quickly became very popular and played for many dances. A few months after it was formed a tag day was instituted to raise money for the purchase of music, uniforms, and instruments. This Goucher Band, consisting of three saxophones, one banjo, one xylophone, one cornet, two violins, and the piano, furnished music on the S. S. “Berengaria” in August 1925.

In addition to the contribution made by the musical clubs, music has come into the life of the College in other ways, mainly, perhaps, through college songs. These have been written, in a few cases, by members of the faculty, but most frequently by the students themselves. Many have been set to original music, and various occasions have called them

forth, among them class day and ivy planting, College Day and commencement exercises, step singing and sing song.²⁸ They have added zest to all sorts of college events, formal and informal. College songs have formed an outlet for emotions. "Strong feelings," wrote a student, "surge up within us, mighty emotions struggle for expression, and we give vent to them in music. When things go awry, some brave soul starts a song and all is well."²⁹

The first formal college hymn, beginning "All glorious like the sun," was written by Professor Frank R. Butler, and was first sung at commencement in 1895. In the early years it was much used, until the Latin hymn, *Almae Matri*, of President Hopkins, came in 1911 to take its place.³⁰

College songs, desired by the students in the early years to counteract the divisive influence of class and fraternity and to develop college spirit, were composed, many of them, in competition for prizes offered in 1895, 1900, and 1908. The winning entries,³¹ with other class and college songs, were published in successive editions of college song books, the first of which was issued in 1904 by the senior class, after they had worked on it for four years.³²

Goucher now has songs too numerous to mention, among them favorites sung many times, but it is still awaiting the one song which all students always, everywhere, will sing as *the* college song.

In addition to the music contributed to the life of the College by the students themselves through their musical organizations and their songs, the enjoyment of music has come to them through recitals and lectures on musical topics given not only by artists from afar, but also by members of the Peabody Conservatory staff. The interest of the directors of the Conservatory has been of long standing: in 1914 Harold Randolph lectured on "Some General Musical Principles," with illustrations on the piano, and in 1934 Dr. Otto Ortman spoke on "The Place of Music in a Liberal Arts Education."

A further development in the musical life of the College came through the building of the organ in the Catherine Hooper chapel in 1916. The two organists since then, Mr. Alferd R. Willard and Mr. Edmund S. Ender, with this instrument have had some scope for their powers. The organ was built by the Hutchins Company of Waltham, Massachusetts, according to specifications made by Mr. Willard, and, although not remarkable for its size, it has a richness of quality and a variety of tone and effect not often found in instruments of its type. The contribution of \$1,000 from the Class of 1916 made possible the addition of several unusual stops. Through the music before and after chapel and the recitals during the year, Mr. Willard and Mr. Ender have done much for the musical education of the students. Mr. Ender has at times given concerts at twilight during examination week, and "the escape from reality offered by this retreat is one that Goucher remembers gratefully."³³

DRAMATICS

"No educational institution is just what its founders supposed it would be," said Dr. Van Meter in an important article on dramatics in the *Goucher College Weekly*, May 2, 1918, in which he depicts the background which made the introduction of dramatics slow and sometimes painful, and sets forth the problem which had to be solved in its development. The founders had no wish to impose Methodist doctrine upon the students, but they did expect that Methodist usages and principles would be maintained and respected.

Among these principles was opposition to theatre going, with which they identified college dramatics. Some of them would have withdrawn their support if the College, at first, had planned to allow plays. Moreover, to this very important opposition was added that of some members of the faculty, who set up barriers to the introduction of dramatics on educa-

tional grounds, on the score that thereby work would be interrupted and attention distracted. To the plea that the students needed recreation their answer was that it should be found in the open air and not in further poring over work indoors. But these ideals and theories encountered an array of facts both within and without the College, and "for reasons or without reasons, dramatics drifted very early into college life, at first with an apologetic air, but at length unblushingly and with the mien of prerogative."³⁴

Its coming, under the circumstances existing in the College, brought many problems as to the play, the costume, the audience, and the place for the performance. Since dramatics were admitted, "grudgingly and of necessity," the plays chosen had to be of a kind that the authorities deemed worth while: the students must give "a correct and worthy interpretation of a notable product of dramatic literature." Of the effect of this, Dr. Froelicher wrote in *Kalends*, December 1916: "On the soap bubble of our dramatic tradition, the world of Shakespeare, Molière, Goethe, Lessing, Euripides, and Sophocles had been reflected since dramatics at Goucher had been legalized under faculty censorship. . . . The muse of the drama was wont to present herself to the imaginative young minds in the iridescent colors and ideal forms of the classic or romantic play, the grandeur of Shakespeare, the charm of Barrie. Dramatics given or attended by students bore the taint of aristocracy, of culture, of the esthetic and pedagog. The drama was bashful, modest, and properly uplifting."

Not only must the play be worthy, but the costuming must not give offense. The chief difficulty was the costuming of the male characters. The students were debarred from wearing masculine garb and had to indicate their masculinity by various devices, some of which Dr. Van Meter called "ridiculous"³⁵—gymnasium costume, long ulsters or raincoats worn over their skirts. In the presentation of *Iphigenie*, one of the heroes was

draped in a jaeger blanket, all enveloping, and considered fit, because it had the bordering design of a "Trojan-wall." By 1903 not only were the students having difficulties about dramatics, but the administration as well. Through the offices of the Dean and the President, the College was subjected to much severe criticism of the plays presented, especially in relation to costuming and dancing. So general and so pronounced were these objections that they could not be ignored by those having in view the best interests of the College and the continuance of dramatics. Accordingly, the faculty committee, in giving permission in January 1903, for plays, attached to it two provisions: first, that costumes must be made to conform to modern conventions or propriety in dress and not to follow standards of the public stage, and second, that only such dancing be introduced as was called for by the action of the play, the ballet being distinctly discountenanced.

It was soon seen that masculine costume could not be entirely suppressed, and the solution adopted was to limit the audience to women. The first ruling that "only ladies" could be invited to see a play was made by the Board of Control on May 5, 1892, and from that time until 1908,³⁶ when the fathers of the seniors were allowed to see their presentation of *As You Like It*, the battle was on over the admission of men. Not only were men outside the College excluded, but also male members of the faculty. What is rather remarkable, this tradition was carried away by the students after graduation. The Washington Chapter of the Alumnae gave a play at the Ebbitt House. "True to the teachings of the Woman's College, there were no men."³⁷

By the end of Dr. Goucher's administration, the rule against the attendance of men was relaxed, and not long afterward it was abolished. The hesitation in the faculty as the struggle drew to a close is apparent. In 1907, after discussion, the Faculty refused the request of the seniors that their fathers be allowed to attend their presentation of *Robin Hood*, but

they granted permission to invite *all* members of the faculty.³⁸ But the following year, when the seniors again asked for special privileges for their fathers at their play, the record is brief: "Moved and carried that the request be granted."³⁹ The men, fathers and otherwise, were admitted. The problem cropped up again in President Noble's time, but the struggle was soon given up.

For many years entertainments for which an admission fee was charged were forbidden.⁴⁰ The expense to the students giving a play was not at first very great, for theatricals began simply, but after a few years they became increasingly elaborate, and even extravagant. Occasionally a fortunate class made enough on its publication of *Donnybrook Fair* to defray the cost of its most expensive production, the senior play, but that did not happen often. The Board of Control at one time proposed the remedy of limiting the expenditure in producing a play to one hundred and fifty dollars.⁴¹ That, however, did not prove satisfactory, and finally the problem was solved by permitting 1909 to begin the practice of having an admission fee.⁴²

Until President Guth had the old Assembly Room of Catherine Hooper Hall enlarged and admirably adapted to many college needs, especially to dramatic ones, with the stage and footlights and the handsome curtain presented by the Class of 1917, the college drama wandered around the campus, improvising a stage wherever it happened to light—now in Goucher Hall, now in the Bennett gymnasium, now on the basket ball grounds next to Fensal, now in the gymnasium of Catherine Hooper or its old chapel upstairs. It was said that Dr. Sheffoe, whose efforts were "noble, ingenious, and sustained."⁴³ had superintended the building of so many stages that he could qualify as a professional. There was no relief outside, for in the early years the students were not permitted to present dramatics off campus,⁴⁴ though later they were allowed to give senior plays at Albaugh's Theatre, on the

Buckler Estate, "Evergreen," on the Pinkerton estate at Walbrook, and other places. There were protests from the students on the "inadequacy of the facilities for dramatics . . . our dressing rooms are wherever the audience isn't . . . it is remarkable that any sort of large entertainment is ever attempted."⁴⁵ And Dr. Froelicher, too, always recognizing the educational value of dramatics, voiced his criticism that, while the College had made provision for literary societies, fraternities, social affairs, and athletics, supplying them with rooms heated and lighted and well furnished, without expense to the organizations, for "dramatics it has provided no convenience, and leaves the whole burden to rest upon the students."⁴⁶

The last play upon an improvised stage was *The Amazons*, given in 1915 by the juniors in honor of the freshmen. In the fall of 1916 the new chapel was ready, and its first public use for dramatic purposes was on November 18, when Stuart Walker's Portmanteau Theater, coming to Baltimore under the auspices of the Drama League of Baltimore and Goucher College, presented five plays at an evening and an afternoon performance. This was the first time that a professional company of actors had played before a Goucher audience. On December 8 the juniors, for the College alone, gave *Milestones*, the first student play in the new auditorium. The first public performance of the students was on the occasion of the annual senior dramatics, when on March 16 and 17, 1917, they presented Percy Mackaye's *A Thousand Years Ago* and Professor Robert M. Gay's adaptation of *Macbeth*.

Despite these difficulties, the drama was very popular at the College, and often more permissions to give plays were sought than the Board of Control was willing to grant. The first group to give dramatic performances were the fraternities; next, the language groups, French, German, Greek; then the classes; and last, the all-college dramatic organization, under various names.⁴⁷ Of course, these groups overlapped, notably the last two.

The first play was given in Goucher Hall on March 7, 1891, by the Tau Kappa Pi Society. In the central pavilion and north wing of the hall were seated the spectators, in the south wing a stage had been erected which was lighted by the beams from the headlight of a Baltimore and Ohio engine lent by Mr. O. P. McCarty, whose daughter, Stella, was one of the cast. The entertainment consisted of tableaux and readings from Tennyson's *Dream of Fair Women*.

The following year, in February, Tau Kappa Pi again made the one presentation of the year. They chose the same author, but their plans were more ambitious, as they gave a dramatized version of *The Princess* in the gymnasium, which, with stage footlights and other dramatic accessories, seemed to them "a little gem of a playhouse."⁴⁸ The problem of male costume entering into this performance was solved by having the men who came into the sylvan retreat wear the regulation gymnasium costume. To add to the artistic effect of the play, there were, between the acts, not dancing, but the Del Sarte movements so popular in that day. The participants wore flowing Grecian robes, with tunics of vari-colored pastel shades. These efforts, however inadequate they may seem to us, gave much pleasure to the students of that day, and stimulated the desire for more dramatics.

This second performance aroused criticism in some quarters, for at the end of the college year, when the Zeta Chapter of Alpha Phi asked permission to give a Shakespearean play to which they could invite their friends, they were told that they could give the play, but that only ladies could be invited to see it.⁴⁹ This seemed too discouraging at the time, and nothing was done until the following year in March, when, submitting themselves to the authorities, before a feminine audience, in the gymnasium, with hired elaborate costumes, Alpha Phi gave Sheridan's *School for Scandal*, which was an immense success artistically.

To Alpha Phi belongs the honor of giving in May 1894, the

first original play. Written by three of its members, and entitled *No Man's Land*, it centered in the summer adventures of a party of college girls who sought, in a cabin in the Maine woods, to escape from the attentions and troubles attendant upon the society of men. Several clever original songs were introduced with telling effect. In 1893 the faculty ruling that the male characters in Tau Kappa Pi's projected dramatization of *The Marble Faun* must wear long ulsters and not trousers and that the performance must be given within the college walls or not at all caused high feeling. The play was dropped, but not the discussion in this and in other groups. About the same time sixty "very modest young ladies" sent a petition to the Board of Control asking that attendance at gymnasium exhibits be confined to women. This proved to be too much for their courageous sisters. A rebellion was staged which manifested itself in Goucher Hall and in the chapel. According to the *Baltimore Sun*:

The girls who were opposed to the prohibition of men from the exhibitions made evident their grief yesterday by prominently displaying crepe on their persons. A china pug dog in the office of President Goucher was also decorated with the emblem of mourning.

Not only was the "pug dog" in mourning, but Goucher Hall was a sombre place. Julius Caesar, Venus, and the extremities of chairs and tables were draped in black. "In chapel, the maidens in caps and gowns were modestly veiled and all was subdued and chaste. The cause of this propriety we all know."⁵⁰ This ridicule helped to clear the atmosphere.⁵¹

Alpha Phi and Tau Kappa Pi, continuing to present dramatics, were joined in 1896 by Gamma Phi Beta with its presentation of *A Homespun Heroine*. But, in the meantime, the language groups were beginning to have what proved to be a long line of dramatic successes. In the spring of 1894 both the German and the French students began their presentation of plays, the former giving scenes from *Minna von Barnhelm*,

Sappho, and *Die Jungfrau von Orleans*, and the latter staging *Le Premier Roman*. During the next few years under the leadership of Dr. Sheffoe the French department gave *Les Precieuses Ridicules*, *La Cigale Chez les Fourmis*, and *Le Bourgeois Gentilhomme*. For these there were very handsome programs, and in many scrapbooks of the time there is one with the portrait of Molière on the cover. In February 1895, under Dr. Froelicher's leadership, the German department presented part of Goethe's *Iphigenia* and the charming little farce, *Einer Muss Heiraten*. Some years later, in 1908, they produced *Minna von Barnhelm*—an ambitious undertaking. Among the first outdoor plays given at the College was Reinicke's operetta *Schneewittchen*, presented on a lovely May day in 1899 at "Waldegg," the home of Dr. and Mrs. Froelicher at Mr. Washington. Dr. Froelicher had dramatized the story and, with the songs of Carl Reinicke, had made a complete operetta. This was repeated several times.

Under the leadership of Miss Lila V. North, associate professor of Greek, the department gave, on May 9 and 10, 1902, a presentation of Euripides' *Alcestis* in the original Greek.⁵² Only twice before in the history of women's colleges in America had such an attempt been made. Dr. Welsh stated in her *Reminiscences* that this performance at the Woman's College has been considered one of the most scholarly achievements of the dramatic group. The most painstaking efforts, extending over two years, were made in its preparation.

Never were costumes chosen with more care, never was the blending of colors, the adjustment of folds, the looping of sleeves and the construction of wigs more accurately studied. There were visits to art galleries and museums; libraries, costumers, and even the statues of Goucher Hall were made objects of attention and research. . . . The Greek stage and how to adapt it to a college gymnasium became the problem and night-mare of the stage committee, for somehow the stage builder could not comprehend that a mediaeval castle and a Greek palace are two entirely different things.⁵³

The event was anticipated with pleasure by the College, and the performance far surpassed the most favorable expectations. The leading parts were taken by Sara Rupp, '02, as Antigone, and Anna Haslup, '03, as Creon, and the director of the chorus was Clara Robinson, '03. On both nights the large gymnasium of Catherine Hooper Hall was crowded, and in the audience were many distinguished visitors.

There have been subsequent performances of Greek plays, but never again in the original language or by the department. The Class of 1914, under the leadership of Dr. Froelicher, outdoors at the Pinkerton estate in Walbrook, on a warm June night, gave as its senior play *Antigone*, the chorus singing to the music of Mendelssohn. Ten years later, in Catherine Hooper Hall, the Class of 1924 presented the same play. In 1920 Agora gave *Alcestis*, and in 1932 the Goucher Guild produced *Trojan Women*.

It was not until the seventh year after the College opened that the class enrolment had increased sufficiently to furnish enough material for a class play. Very modestly, in November 1895, the Class of 1897 began the custom of junior dramatics in honor of the freshmen, by giving tableaux from *Robin Hood*. The next year, the class of 1898 at a Twentieth Century Party for 1900, gave *Vice Versa*; the following year, '99, in honor of 1901, presented *Unconditional Surrender*, and the traditions was firmly established. For many years its selection presented great difficulties, because only two weeks were allowed for its preparation. A Shakespearean play, *Twelfth Night* was presented in December 1929, and *As you Like It*, the following year. With these the junior play ceased for a time. Of these plays Leonore Turner, '23, wrote in the *Goucher Alumnae Quarterly*, February 1931:

Junior plays have been more significant for the store of pleasant memories left with the actors than for amateur merit, yet occasionally they have risen decidedly above mediocrity. 1918 gave a highly commendable rendering of the exceedingly difficult *Milestones*. 1923 daringly attempted a modern

tragedy in Masfield's *Tragedy of Nan*. 1926 gave a picturesque *If I Were King* with Rita Rheinfrank making the swashbuckling Francois Villon unforgettable; 1927 was responsible for *The Scarecrow* which Jeanette Baer made convincing; the class of 1931 gave a *Twelfth Night* of Senior Dramatics standard.

The sophomore play has, on several occasions, been called the pioneer of Goucher dramatics. It began its work quite boldly, encouraged by the example of three earlier junior efforts. Sophomores gave the first Shakespearean play, the first outdoor class play, the first boat-ride play. In 1898, the Class of 1900 instituted the custom of sophomore dramatics by presenting *The Rivals*; the next year, 1901 gave *The Russian Honeymoon*; the following year, 1902 staged *London Assurance*. In 1901, the Class of 1903 presented *As You Like It*—the first time that a Shakespearean play had been given at the college.⁵⁴ In this production 1903 had the encouragement and help of Dr. Lord and of their honorary member, Dr. Shefloe. Previous groups had been afraid to make such a venture. Encouraged by this success, 1904, in its sophomore year, gave *The Taming of the Shrew* in honor of the seniors. They were aided by Dr. Hodel and by their honorary member, Dr. Van Meter. Of the interest in this play *Kalends* says: "There were crowded houses both nights...and standing room was greatly in demand a half hour before the rise of the curtain."⁵⁵

The first outdoor class production was also given by the sophomores. The Class of 1906, in honor of 1904, gave *The Canterbury Pilgrims*, by Percy MacKaye, in the spring of their sophomore year at "Wayside," Mt. Washington, the home of Christine Carter, '95 (Mrs. J. Herbert Bagg) and Mabel Carter, ex '95.

Two years later, 1908 initiated the custom of presenting their sophomore play in connection with the boat ride given in honor of the seniors.⁵⁶ And so for many years sophomore dramatics moved to an outdoor setting. On May 18, 1907, the freshman began their custom of taking their sister class down

the bay, and they, too, entertained their guests with a play. Many charming dramatic events took place under such circumstances, especially when the play chosen was suited to outdoor presentation.

For many years the most notable class play was that given by the seniors. It was the one most carefully staged, and months of thought and hard work were given to its production. 1904 was the first class to give a play in their senior year; they chose *Twelfth Night*, and their honorary member, Dr. Van Meter, as the coach, was so absorbed in the rehearsals that as the time drew near for the performance he "began cutting psychology, with his usual appreciation of marginal disutility."⁵⁷ Their labor was not in vain, for, of the effect of the play on the audience, the *Donnybrook* record says: "'Funny! We'd hate to see anything funnier,' some one said. And yet there were those that cried—and there's the Shakespeare of it."⁵⁸

With one exception,⁵⁹ the next seven classes followed the lead of 1904 and chose Shakespearean plays; after 1912 four other classes selected dramas by the same master, so that of the twenty-six plays⁶⁰ given by the senior class, twelve were Shakespeare's. When at the close of his lecture on "Shakespeare's London" on April 23, 1935, President Robertson expressed the hope that some day Goucher women might enact Shakespearean drama at the Folger Library in Washington, he was urging the revival and perfecting of an old tradition.

All of the senior plays have been of genuine literary value. Some of them have been especially well presented, some of them have been especially remembered for their beautiful and appropriate setting or costuming. Some of the senior dramatics have marked a new departure in college traditions: 1911, instead of holding the usual class day exercises, presented *A Midsummer Night's Dream* two afternoons at "Evergreen," the estate of Dr. Thomas Buckler; 1909, in producing *The Merchant of Venice*, introduced the innovations of com-

petitive examination for cast, a paid coach, an admission charge, and the substitution of a purely conventional background for pictorial scenery; 1915, for *Romeo and Juliet*, and 1916, for *Twelfth Night*, tried the experiment of using a local theatre; 1917, in presenting *A Thousand Years Ago*, made it "truly a class play" by having each member take some active part in its production—a foreshadowing of the "work shop" plan fully adopted a decade later.

The fourth group responsible for the presentation of plays was the all-college dramatic club, which had its beginnings within the circle of Agora.⁶¹ In the interest and support of the students, the dramatic division of Agora outstripped all the rest, and in the spring of 1919 this vital part of it was organized by the Students' Organization into a dramatic club,⁶² which made its debut Friday, December 5, with a presentation of *The School for Scandal*. Although the name Agora, attached to a dramatic club, was not suitable, it was used until 1930, when the Goucher Dramatic Society came into being. This name, in December 1931, was changed to the Goucher Guild, which finally became, in 1932, Masks and Faces.⁶³ When the Guild wanted to produce *Androcles and the Lion*, it was found that the play was not available for amateur production by a group having the word "Guild" in its name, because of an agreement of the publishers with the New York Theatre Guild. From William Archer's *Masks and Faces* the Goucher group took its name.

During the years from 1919 to 1936 there were many other changes, perhaps more important than that of name. In the early part of the period Agora presented each year a few ambitious plays and a number of smaller ones, sharing the boards with various class plays. It aimed especially at artistic presentation, unhampered by stage conventions, and it made some interesting experiments in stage craft. Beginning in 1915, with the costumes presented by the cast of *Romeo and Juliet*, through gifts from undergraduates and alumnae, Agora had

by 1919 acquired something of a college wardrobe.⁶⁴ In 1923, under the capable leadership of Mildred Lillard, '23, Agora improved greatly. Not only were seven dates claimed on the college calendar and filled with plays so well presented that they won good audiences of both faculty and students, but also this year the Harvard Workshop plan was instituted, and student coaching of student plays began.

The workshop plan was extended in scope during the next four years. With groups for coaching, lighting, scenery, acting, costuming, make-up, and the reading of plays, Agora grew in strength and experience and accomplished gratifying results. Under its auspices players from other colleges were brought to Goucher: The Haverford Cap and Bells and the Carolina Playmakers. For some years, it sent a delegate to the Inter-collegiate Dramatic Association, and it also joined the Church and Drama League of America. It was ready by 1930 to take over the entire leadership for dramatic presentations in the College. Thereafter, until 1936-37, all plays were given under the auspices of the all-college dramatic organization. In dramatics, as in other departments of student life, there has often been the revival of an old custom. Class plays in the most recent times have come back, and, for the first time since 1930, there was a senior class play on March 5, 1937, when *Prunella* was produced.

For many years the generous aid of the faculty had been indispensable in the production of dramatics. In 1909, and for several years thereafter, a dramatic coach was called in for class plays. In 1919, Mrs. Florence Lewis Speare was appointed director of drama and expression. The play that she coached—*School for Scandal*—was a decided success, but she did not remain long at the College. In 1925, Dr. Florence Brinkley of the English department was relieved of a part of her teaching in order to give time to dramatics.⁶⁵ She served ably for several years, but the need for a full time director resulted in the appointment in 1929 of Mrs. Onnen, whose

Little Theatre experience and personal training were valuable to the students. Under her direction, which continued for six years, Goucher dramatics began to assume an almost professional air. Since 1935 there has been no director of dramatics, but the place of dramatics in the life of the college is being studied.

For its initial performance the all-college dramatic organization on March 6 and 7, 1931, gave *Marco Millions*. It was the first time that this play had been presented anywhere by amateurs. When "the elders of the college community" learned the identity of the play to be given they were "a little aghast." "But the event proved that fears were groundless. . . . The skillful training of Mrs. Onnen showed in each phase of the production, in the acting, in the stage pictures, in the clear and careful articulation, and the intelligent reading of the lines. Yet even that skillful direction could scarcely have produced such uniformly good results had the members of the cast been drawn from only one class. No one who saw the presentation of *Marco Millions* could doubt the wisdom of Goucher's new dramatic venture."⁶⁶ The boldness shown in their first choice has been maintained, for among the important plays that have been given are the following: *Liliom*, Euripides' *Trojan Women*, *London Assurance*, *The Taming of the Shrew*, *She Passed Through Lorraine*, *Nine Till Six*, *Everyman*,⁶⁷ *Cradle Song*, *Androcles and the Lion*, *The Last of the Lowries*, *The Fan*, *Women Have Their Way*, and *Gruach*. Not only was *Masks and Faces* successful in presenting well-known dramas, but on several occasions it produced original plays written by undergraduates and alumnae.

In 1933, at the presentation after the Thanksgiving Dinner of *The Importance of Being Earnest*, the desire expressed by some of having male characters impersonated by men was gratified. The following spring, at the most important public play, *She Passed Through Lorraine*, men were again in the masculine rôles. On several occasions subsequently, men from

Hopkins and Baltimore's Little Theatre groups have appeared in Goucher dramatics.⁶⁸

In an article in the *Barnard Alumnae Quarterly*, fall 1934, the dramatic activities of twenty-seven women's colleges are described and compared, and Masks and Faces is commended for three things—first its complete self-support; second, its successful use of original plays; and third, its broadcasting of productions over the radio. Beginning early in 1934, "Dramatics by Masks and Faces of Goucher College" was a frequently repeated feature of WFBR, Baltimore.

Aided by their experience and training in Goucher plays, a few of the Goucher alumnae have gone on the professional stage; and a number have been connected with Little Theatre work as directors or performers.

ATHLETICS

Athletics at The Woman's College of Baltimore—Goucher College—have always been connected with the department of physical education, which, through all the years, has had but one main objective. In his address on College Day in 1889, when Bennett Hall was thrown open to the public for the first time, President Hopkins said that the objective of physical education at the College was not "to make athletes of our young women, but only to secure the symmetrical development of the body and the mental health and vigor depending upon such a condition."⁶⁹ That ideal of the earliest days has been carried through the years.⁷⁰ In a comparatively recent series of articles on the athletic activities in colleges for women the author commented thus:

Goucher meets the specialized physical education needs of girls in a city college, and at the same time successfully holds the high degree of student sport enthusiasm which is generally characteristic of colleges with vast country campuses. A combination of progressive policies and precious traditions keeps the program alive and well rounded and the girls' interest at high pitch . . . [It aims] to educate the girls to be more physically efficient

now and in the future; to furnish them with varied opportunities for healthful recreation and exercise during college, and to supply them with skill in individual sport which they may use for recreation and exercise after college.⁷

The opening of the gymnasium in the second year of the College added a new element of variety to the student life, and a glimpse into its activities that first year may be of interest. Each hour of the gymnasium period was equally divided between drill and work on the apparatus. By spring-time " 'Skinning the cat' had ceased to be an accomplishment and the girls were trying to be as pliant as snakes in weaving themselves through the hanging ladders. A very few had succeeded in climbing the slippery pole and had left their initials on the rafters." In April there was a welcome change to swimming and bowling on the lower floor, "where the Dragon's head pours a constant stream of water into the swimming pool, while strong-armed maidens make the building resound with the rolling of ten pin balls." Visitors were welcomed to the gymnasium classes any morning from eleven to one, and at the end of the season there was an exhibit to which a small number of guests was invited.⁷²

For a long period, three hours a week in the gymnasium for four years was required of all students, unless for some special reason they were excused. A few upperclassmen now and then tried to evade this requirement, but they found themselves in the unhappy position of having hours of exercise to make up before they could be graduated. For the various sports outside the drill work, there was no recognition as in recent years, when sophomores, juniors, and seniors have classes in dancing, tennis, basketball, and other sports, as well as in floor and apparatus work. When and in what order were these various forms of exercise added to the drill work?

The first provision for extracurriculum sports was made by the administration in 1890-91, when the tennic courts at St. Paul and Twenty-fourth Streets were built. President Goucher's announcement at commencement, 1893, that a lot

for athletics had been acquired—the one on Maryland Avenue on the ends of which now stand Fensal and Vingolf Halls—gave much satisfaction. This ground, ready in the fall of 1894, after Home C (Fensal) had been built, was fenced in and laid off for tennis, archery, and other sports. The order in which major sports were introduced is apparently the following: tennis, archery, bowling, basketball, hockey, fencing, swimming (outside of required work), baseball, horseback riding, aesthetic dancing, volleyball.

Indeed, in Goucher's athletic program, all sports except football seem to have been included. Not that each sport has continued uninterruptedly from the time of its introduction to the present: some have flourished for a while and dropped out to reappear later; some have been much more enthusiastically pursued at certain periods than others. There has been a change from time to time from interest in team sports such as basketball, volleyball, and hockey, to an equally strong interest in individual sports such as archery, tennis, and fencing. Now, the more enthusiastic interest is in the latter—Goucher likes solo sports today. By 1919-20 the regular round of the athletic year had been established: tennis in the fall, followed by hockey culminating in the Army-Navy game; basketball with its contests in the spring; then two nights of the swimming meet, followed by baseball games, and some years later by volleyball.

A tennis club of eight members, called the Racqueteers, was organized in the spring of 1891.⁷³ The first tennis tournament took place between the freshmen and the sophomores the last Saturday in October 1893, and brought together a large crowd. Outside the wire screen which separated the tennis grounds from the street were gathered hundreds of uninvited guests; inside the grounds were the faculty, wearing the colors of their favorite side, and the students, with colors conspicuous and banners flying. The game was a close one, but the freshmen were victorious, and to them President Goucher awarded the

prizes—"the Woman's College souvenir spoons."⁷⁴ Two years later, when the freshmen were again victorious, Dr. Van Meter presented to the unsuccessful players a beautiful bouquet of yellow and white chrysanthemums, and to the winners the silver cup. This tennis cup has been handed down from class to class, with the numerals of the victors and the date of the victory engraved upon it.⁷⁵ Tennis was also played in the spring in the early years, and it is recorded that on June 8, 1895, occurred the first of the tennis tournaments, for so many years an exciting event at the close of the season.

Interest in tennis has waxed and waned. A few years ago it was said that "tennis and all its supporters are at Goucher like a prophet in his own country."⁷⁶ Today, owing probably to Miss von Borries' teaching of the advanced tennis class and, in 1936-37, to the rebuilding of two of the courts, part of the money for which was contributed by the Athletic Association, autumn, winter, and spring Goucher plays tennis; in the winter in the "Katy" gym, in pleasant weather on the courts at Twenty-fourth Street.

In the spring of 1893 an archery club was started with twenty-four enthusiastic members.⁷⁷ To this club only those who had made the most improvement in their gymnastic work were admitted. The first archery tournament took place the following spring on the gymnasium grounds, before a large number of invited guests, in spite of "lowering clouds and scattered drops of rain." Prizes were interesting in those days; for this archery contest, the winner of first place received a silver and blue enameled hat pin.⁷⁸

For some unknown reason, interest in archery was not continued. It dropped out of college sports until February 1934, when it again became very popular. The necessary equipment was provided by the Athletic Association, and soon it was said that there were enough huge bows and arrows to make perilous a trip through Bennett gymnasium during the two and three o'clock class periods.

Basketball, introduced in 1894-95, has always held the major position among the sports, both in the length of the period during which it was played and in the number of participants. During many years each class had not one team, but as many as four. The first of the championship basketball games was played in April 1897, in the new gymnasium in Bennett Hall Annex. It was not long before the regular plan was established of having first the contest between the freshmen and sophomores, then that between the juniors and seniors, and finally the game in which the victors in the preceding contests meet to decide the college championship. In 1901 a luncheon followed the game, and ever since there has been a "feed" in connection with basketball contests. It was at this "feed" that the varsity team—the honorary team composed of the best players from all the teams—was announced. This varsity team, organized for the first time in 1915, played that year with Bryn Mawr College the first and only inter-collegiate game in which the College has participated.⁷⁹

For many years zest was added to the basketball game between the juniors and seniors by the "senior serpentine." The class, dressed in white and carrying their colors, marched around the gymnasium, twining in and out and forming attractive figures in honor of classes, persons, or college interests.

In the basketball season of 1933-34 there were not only class and championship games, but city-girl teams, dining-hall teams, and fraternity sextets. A ladder system was employed, and any team might challenge any team above it. This system produced a more wide-spread interest in basketball. At the annual "feed" in Catherine Hooper, when the silver cup was presented to the sophomores as a symbol of their victory in the class tournament, the city-girls' team was given a tin cup decorated with elephants, for having finished the season at the top of the intramural ladder.

Bowling, which had been enjoyed by the students the first

year that the gymnasium was opened, was organized into a club by 1895, but it never attained an important place in college sports.

In the fall of 1897, with the coming of a graduate of an English athletic school as a gymnasium instructor, hockey and golf were introduced.⁸⁰ The call for hockey players brought so many volunteers—over eighty—that instead of one club which had been planned, there were three. The advent in 1899 of Miss Hillyard as the new assistant in “physical culture,” whose special work it was to develop an interest in English out-door games, intensified the zest for hockey. It has always been played in the latter part of October and in November, in crisp weather, when leaves have gathered on Fensal Court “to crunch delightfully under the players’ feet.”⁸¹ 1915 marked the inauguration of hockey as a regular “G” sport on the same footing as tennis and basketball. It has attracted many players—250 in 1932. Moreover, one of the most picturesque of all Goucher traditions, enlisting the interest of the whole college, has been the Army-Navy hockey game played about Thanksgiving time.

Golf was begun in 1897—the same fall as hockey. A club was formed to play in Druid Hill Park.⁸² Apparently a golf tournament was held at the park three years later, with a prize for the winner of the championship. In 1917-18 the Goucher students interested in golf played on the Clifton Park course. Golf has never been a major sport at Goucher, owing to the lack of an outdoor course, but during the last few years Bennett gymnasium has been equipped for indoor golf, and a professional instructor has been in charge.

In 1900 fencing was added to golf and hockey as the last of three athletic attractions introduced in two years.⁸³ In 1903-04 the fencing class numbered twenty-two.⁸⁴ Apparently, soon after that the masks and foils were put away for many years, to be brought out, along with the bows and arrows, in 1934.

The first year that the gymnasium opened all the students were required to take swimming, for, as long ago as that, it had been decided that no young woman, unless excused by the medical department, could be graduated without being able to swim. Through all the years, from the bamboo fishing pole there has dangled many an unhappy beginner. But after the initial difficulties have been overcome, swimming has enjoyed great popularity. At one period as many as four hundred swimmers a week used the pool.⁸⁵ At the first field meet in 1896,⁸⁶ and subsequently, there were swimming contests which brought out a small number of "stellar performers." But the enthusiasm was increased when special meets were arranged not on an individual but on a team basis, each participant swimming for her class, and the class totaling the greatest number of points winning the meet. The vantage point from which the contests have been viewed has always been the same—the tops of the lockers and showers. Perched up there, with feet dangling, students, and sometimes even faculty members, have cheered lustily for the swimmers.⁸⁷ No spectators have been more interested in the swimming events than two of the loyal custodians of the gymnasium—Amanda in the early days and Harriet in more recent times.

The volleyball and the basketball seasons overlap each other. Volleyball was introduced earlier, but it was not until 1931 that the volleyball sport was organized with four teams, interclass contests, and an honorary varsity team.⁸⁸ All winter the sport can be played indoors, in the organized classes, but in the spring it is played outdoors, in the court back of Bennett gymnasium.

More than a score of years ago baseball was introduced to Baltimore women through Goucher players.⁸⁹ The 1920 season was much more satisfactory than previous ones because no attempt was made to combine baseball with Field Day.⁹⁰ On the Maryland Avenue field, as well as indoors, are played interclass games, and there is a final game for the college cham-

pionship. A contest between the champions and a faculty team is one of the most satisfying of sports events to the students looking on.

In 1923 the physical education department added horseback riding to the other Goucher sports. There were competent instructors for beginners, and gymnasium credit was given for riding as well as for any other sport.⁹¹ The following spring there was a Saturday afternoon Horse Show on the Towson campus with more than fifty entries. The next year this event preceded the May Day festival on the campus: the first half of the program was given over to interclass competition, which included events for both advanced riders and beginners. In 1937 the Horse Show returned to the campus at Towson, after having been off campus for most of the intervening years. The interest in riding has been continuous, and in 1936 there were eighty-two Goucher students engaged in this sport.

It is a far cry from the ban on dancing in the early years, which reached down even into secret fraternity meetings, to the free enjoyment of dancing today, when social dancing forms the important element of most parties and aesthetic dancing a very popular activity of the gymnasium. By the end of 1923 a beginners' class in clogging had been introduced, and by 1927 a Dance Club had been formed.⁹² This club has gained more adherents each year, lured into it perhaps by the charming aspect of the dance enthusiasts stamping around Bennett gymnasium in their short black jerseys, perhaps by the fascination of the striking accompaniments, often of modern music. It has rendered a real artistic service to the College by its recitals in the spring, by its assistance at dramatic events, and by its important part in May Day presentations. One year at May Day the club gave a dance of evil spirits, accompanied by sirens, traps, and a xylophone, and brought the program to an end by a wild bacchanal, to the accompaniment of a Schumann rhapsodie. In 1934 and each year since, the Dance Club has attended a symposium held at George Washington Uni-

versity, when the work of dance clubs of six colleges is demonstrated.

As if all these forms of athletics were not sufficient to stir any jaded tastes the athletes may have developed, in the fall of 1935 two new sports were offered—soccer and badminton.⁹³ The students of Vingolf also purchased equipment for table tennis and during the winter of 1936 sponsored a “thrilling” tournament, and in the end the winner carried off the prize—a pair of book ends. Later the same year, hall students sponsored a game night in the recreation room, to which faculty as well as students were invited. In 1936-37 an Ice-Skating Club was formed, of which both students and faculty were members.⁹⁴ In 1934-35 an Outing Club was organized for hikes in nearby country and for bicycle trips.⁹⁵ The thought of the latter brings us back to the mid-nineties, when two thirds of the students used bicycles as a means of getting to college⁹⁶ and President Goucher in November 1896, bringing to the Trustees the need for building a place to keep the wheels, commented thus: “The unexpected is always happening, and the bicycle habit confronts us with a serious question: ‘What shall we do with them?’ We have nearly five hundred students, of whom 60 percent have and use the wheel. The students in the city prefer the wheel to the cars. Our students in residence have been used to them at home, and miss them if not allowed to bring them to college. Bicycle stables are provided by similar institutions elsewhere, and it seems to be a necessary part of the equipment of a first class college.” There seems to have been at that time some sort of organization among those who used the “wheel”; the Baltimore newspapers report that on one occasion, the “college cyclists will leave at eight-thirty o’clock this morning for an eight-mile run out Park Heights Avenue,” and on another, that “a ride through Druid Hill Park will be taken by the college cyclists Saturday afternoon.”⁹⁷

Save for the one basketball game played with Bryn Mawr,

Goucher students have not played in intercollegiate contests. Since 1930, however, they have participated regularly in Play Days with Hood College and George Washington University and once with Wilson College. Beginning with basketball, Play Day has included tennis, hockey, volleyball, riding, and archery. The first Play Days were held in 1930 and 1931 at Hood College and since then the three colleges, in rotation, have acted as hostesses, Goucher having that pleasure for the first time in March 1932.⁹⁸ George Washington uses the dance symposium as a part of its entertainment for the Play Day group. The spirit of the day is that of "play for play's sake" rather than that of intercollegiate competition. No scores are announced, and even if they are known, they are forgotten. In addition to the practical advantages of finding out how other colleges play the games and organize their athletics, there is the pleasure of playing with new people and meeting them informally afterward at supper.

In the early years, to foster athletic participation by larger numbers, various means were used. At first there were no academic restrictions on those going out for athletic events—there were too few entrants to limit the number; but after 1908-09 no girl was eligible who had a condition in any subject or who was reported by the faculty to be doing unsatisfactory work.⁹⁹

To stimulate interest further, in 1896, the first field day was held. In addition to indoor drill—climbing, jumping, and vaulting—there were swimming, tennis, and basketball.¹⁰⁰ Field Day was continued for several years, and then interest waned. Indeed the curve of enthusiasm for it has had numerous rises and falls. Interest was stimulated in 1902, when Dr. Welsh and Dr. Sherwood presented a silver cup to be awarded yearly to the class scoring the largest number of points in floor drill¹⁰¹ and again when dancing was added: in 1908, Swedish dances in costume, in 1910, both Scottish and Swedish, and

after 1923, clogging and aesthetic dancing, as well as folk dancing.

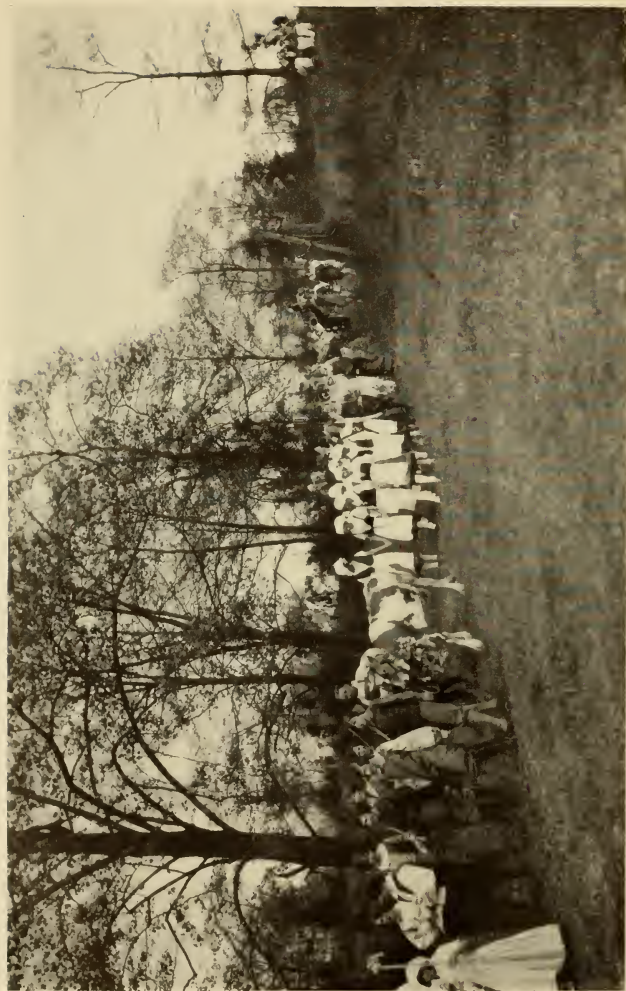
Another device for arousing interest in athletics was a system of awards. This system was started in 1902, when Goucher College was the Woman's College of Baltimore, and the initial awards were letters: a yellow "B" to each member of the championship basket ball team, a blue "B" to each member of the championship tennis team and to the champion in tennis singles. Several years later, to deepen the enthusiasm for general sports, a blue and gold "B" was awarded to the winner of the highest number of points on Field Day.¹⁰² Subsequently, sweaters with a yellow "G" on them were awarded to the members of the basketball team until 1917, when not only were the basketball players thus honored, but also the six students who had the most points in all kinds of athletics.¹⁰³ In 1922 the system of awards was determined entirely by points; forty points were required as a minimum for the sweater, thirty for the "G," and twenty-five for the class numerals.¹⁰⁴ Today the highest athletic honor is the blazer, a jacket worn for sports, awarded for the first time in 1923. It is given to the best all-around girl in extracurriculum activities of an athletic nature. One year there were two outstanding seniors, and two blazers were presented; in 1938, there were three. The winner of the blazer must have participated in two sports and displayed general excellence in her studies as well as in college spirit. All of the awards are made at the annual G Night, at the end of the season.

To aid the department of physical education in taking care of the sports program in the very early days, there was an athletic association organized in March 1896. It cooperated in the establishment of the first field day and from the Executive Committee of the Trustees in 1906 it obtained a fence around the Bennett Hall athletic ground. It was superseded by the Board of Supervisors of Athletics, which was a committee under the Students' Organization, to which it was

responsible and upon which it depended for a small monetary allowance. In 1910, under the guidance of Dr. Welsh, this committee was replaced by the Athletic Association whose purpose it was to stimulate interest in athletics and to provide better equipment, and whose slogan was "Athletics for Everybody and Everybody for Athletics." At first membership was not compulsory, though every student was eligible, but within a few years every student on entering college became at once a member of the Athletic Association, as well as of the Students' Organization and of her class. The Association has become an important and inclusive organization.

The organization, either directly or through its nucleus, the Athletic Association Board, or its close partner, the Goucher Athletic League, has performed many services, small and great, for the student body. It has prepared the "hot dogs" for the Army-Navy hockey game, and it has directed all the extra-curriculum athletics of the College, the tournaments, the meets, the traditional games; it has planned all sorts of picnics on the campus and parties in the gymnasium; it has aided in the program for May Day; through its pamphlet sent out for some years to entering freshmen it has introduced them to all the pleasant ways of college life; it has sponsored a memorable Health Week program; it has made valuable contacts outside of the College, by becoming a member of the National Athletic Conference of American College Women and the U. S. Field Hockey Association; and it has put up the first building on the campus.

For this last contribution credit must be given to the Goucher Athletic League, which, under the leadership of Eline von Borries, '15, came into existence in the spring of 1923, when two hundred of the students known to be interested in athletics came together to consider subjects relating, closely or distantly, to athletics. About a year after its organization, G. A. L. planned to build a shack on the campus. For three years funds for its erection were collected by the students themselves



MAY DAY PAGEANT ON CAMPUS

through fairs, circuses, theatre and movie parties. The Shack was dedicated on May Day 1927. It has a kitchen and a main room with windows looking out over lovely fields; at one end there is a balcony where twenty-four persons can sleep, and at the other end a large fireplace.

In 1935-36 the Athletic Association thought again of doing something for the campus, and started a penny campaign in the hope of raising enough money, by the time the College moves to the campus, to build a swimming pool, a riding ring, a practice tee, and many other things. On the lower floor of Goucher Hall "Happy Days" barrels stand waiting to be filled with pennies. Meanwhile, not waiting for the move to Towson, in the summer of 1936 it spent about \$500 toward resurfacing the Bennett tennis courts.

CLUBS AND ORGANIZATIONS

In the College as a whole the students were slow in forming clubs. At the end of the second year there were three, but those so weak that none of them accomplished anything definite.¹⁰⁵ The third year, however, the organizing urge manifested itself in different directions. In October 1890, the first social club, the Tau Kappa Pi Society, was formed "to promote social life and to foster sister feeling among the students." At its request the faculty assigned it a room in Goucher Hall for its meetings.¹⁰⁶ A few weeks later there came into being a second organization of similar aims—"the literary, dramatic, and social improvement of its members." It was known as the Jaelamkli. There was much speculation as to the origin of its name, but it was finally surmised by those on the outside that the word was made up of the initials of the first names of its charter members. With a membership confined to students living in the Halls, it met every Saturday night in the Boarding Hall. That it combined high thinking with plain living is manifest from the fact that while its initiation fee

was twenty-five cents and its monthly dues ten cents,¹⁰⁷ its programs were devoted to such mighty minds as Shakespeare, Milton, and Bacon. Jaelamkli published its own paper, in which the whole Boarding Hall was interested, *Jaelamkli Leaflet*. Both paper and society were in existence about two years, but the Tau Kappa Society, merging into the Tau Kappa Fraternity and later into Kappa Kappa Gamma, has continued to the present time.

A beginning having been made, organizations grew rapidly in numbers, and by 1895-96 there were the Chemical Association, the Schiller Kränzchen, the Social Science Club, the Current Events Club, and chapters of the Young Women's Christian Association, of the Intercollegiate Debating Club, of the College Settlement Association, and also of the national Greek letter societies.

But despite their number and variety, in the opinion of the students there were not enough organizations to promote all the sociability needed. Spurred on by this feeling, the students entered upon a period of over-activity, forming and joining numerous clubs, many of them of little value. At the opening chapel, in 1899, Dr. Goucher advised the freshmen to avoid this danger: "The colored people, who have a great many societies, have a special name for those who belong to a great number. They call them 'j'iners'. Now don't be a 'J'iner'." But the evil was not checked for some years. In the 1909 *Donnybrook Fair* there were thirty-three clubs and societies listed; probably just as many were not listed. There was student comment in *Kalends* to the effect that thirty-three clubs in a college of three hundred and fifty students is as "ridiculous as it is unnecessary."¹⁰⁸ Within a few years, however, the number of offices which an individual could hold was limited by the establishment of the Point System, and students whose work was poor were disqualified from holding office in any of the important activities.¹⁰⁹ These limitations upon office-holding had the natural effect of discouraging stu-

dents from joining too many of the thirty-three clubs. The meaningless organizations, therefore, soon died, and gradually the better ones gained in strength. Finally, though less numerous, the organizations were sufficiently varied for every type of student to be able to find something suited to her needs.

Probably the most valuable student clubs in the College have been the departmental clubs. The first one, organized in the spring of 1892, was the Chemical Association.¹¹⁰ Very soon afterwards, under the friendly guidance of Dr. and Mrs. Froelicher, the German Club,¹¹¹ called the Schiller Kränzchen because it was organized on the poet's birthday, became established. Then came the Biological Club, led by Dr. Metcalf,¹¹² and the Social Science Club, stimulated by Dr. Thomas, and the Philokalai (lovers of art), inspired by Dr. Froelicher. There has been, at one time or another, a club connected with almost every department in the College.¹¹³ Some of these have had a long life, some are of recent origin, some no longer flourish. But, since membership has been wholly voluntary, they stand as a monument to the interest of a Goucher woman—early and late—in her work.

Club programs have varied from contributions within the membership itself to the more formal occasions when speakers addressed members and friends at open meetings. The Biological Club at one time had each year no less than two lectures or brief courses of lectures by some of the best known biologists in the country, speakers coming from the Johns Hopkins University and Princeton, from Washington, Philadelphia, New York, and Boston. The contacts with these men from the outside enlivened the work of the department, influencing both students and teachers.¹¹⁴ In writing of the value of the Biological Club, Dr. Metcalf has well expressed the worth, at their best, of all departmental clubs:

Probably the Biological Club has helped more than any other one thing in keeping up and increasing the interest of the students in the work of the department. In many students, this interest has been enthusiastic. This

is an important factor, for work done under such conditions counts for far more than perfunctory work.¹¹⁵

General discussions and certain theoretical aspects of the science which could hardly be included in the classroom work, can receive some attention in the Biological Club.¹¹⁶

The students emphasized the opportunities that these clubs afforded for association with the faculty and the fact that the informal discussions often led to an enjoyment of subsequent reading that might otherwise have been passed by.

In addition to its other uses, the Chemical Association was a help in the social life of the early days. Each year it gave several carefully arranged parties, in connection with which "students performed experiments in their long work aprons of gingham or denim."¹¹⁷ Often on College Day it had an open meeting for the entertainment of the conference visitors. No doubt these science parties of long ago brought the same pleasure to the college community that the "open house" of the physics major students afforded in the winters of 1936 and 1938, when they demonstrated spectacular experiments and explained their significance—when, in short, "physics went phrivolous."¹¹⁸

Sometimes the clubs had good times just among themselves, using clever devices to add to the interest of the occasion. Once the Biological Club gave a dinner at which the invitations, menu cards, and courses all represented some particular feature of the study. The floral decoration, even, carried out the effect, with red carnations and violets to represent the circulation of the blood, and "Miss Lizzie," the skeleton, a gay garland of flowers about her neck, sat at the table as a guest of honor.

During the years when courses in geology were included in the curriculum there was a Geological Club. Under the guidance of Mr. Bibbins this club went on interesting field trips. Once, on an excursion to Relay, the members of the party found two dinosaur teeth, a collection of fossil redwood

cones, and other fossil plants. This club, too, widened the horizons of the students by bringing to the College interesting lectures.

In the late 1920's, there was formed also a Science Club made up of the six science departments in the College—biology, chemistry, physics, mathematics, physiology and hygiene, psychology. This club has an annual contest in February, when a representative of each department speaks for ten minutes on some recent development in the field of her subject. Eminent scientists, acting as judges, award a silver cup to the department whose representative makes the best presentation of her subject.

The Schiller Kränzchen, meeting at the home of Dr. and Mrs. Froelicher, had formal musical and dramatic programs, often there were German songs, and always there was German conversation. Once in a while Dr. Froelicher delighted the group by singing to his own accompaniment, and above all there was the stimulating presence of the beloved host and hostess. Yearly there was an observance of St. Niklaus' Abend and a Maifahrt, when the group spent the day at Gwynn's Falls Park or at Relay, or enjoyed an afternoon at the home of Dr. and Mrs. Froelicher at Mt. Washington. Sometimes, too, the club entertained its friends at the College. On one of the first occasions when the Baltimore College Club visited Goucher it was the guest of honor of the Schiller Kränzchen. The Schiller Kränzchen disappeared about the time of the war, but a German club was organized on April 13, 1925. That this has its own individuality is evidenced by the fact that, on a recent trip to Germany, Dr. Goodloe dashed over to Rothenburg for the sole purpose of buying a replica of the Meistertrunk Humpen to use as a punch bowl for the German clubs meetings.

In the college of recent years the Spanish Club has played a picturesque part under the leadership of Dr. Crooks and Dr. W. A. Beardsley, professors in the department of romance

languages. In 1928 the club arranged a carnival of Old Spain, with exhibits of Spanish, Mexican, and South American articles, and with tableaux representing famous paintings and persons of Spanish history. Recently Miss Quincer interested the club in the Goucher College collection of artifacts from Mexico and Central America. Under the leadership of Senorita Arboleda, instructor in Spanish, the club celebrated in 1935 the four hundredth anniversary of the founding of her native city, Quito, and at another time it observed the eight hundredth anniversary of the birth of Maimonides. To these special evenings it adds to the college calendar two annual programs—on Columbus Day and on Latin-American Day. Sometimes these are held in a drawing room of a residence hall, sometimes in the Alumnae Lodge, sometimes at the regular chapel services. Through them many Latin-Americans of importance have spoken to college audiences. And once a year the club journeys to Washington, visiting the Pan-American Union, being received at an embassy—at one time the Mexican, at another, the Venezuelan—and seeing other things of special interest in their field.

In 1936-37 there was a revival of the French Club. A French play and a musicale have been given, and there is to be a series of conversational gatherings.

Sometimes through these clubs, on special occasions, faculty members have been honored. The Spanish Club gave a dinner in honor of Dr. W. A. Beardsley when he was made president of the American Association of Teachers of Spanish; at the home of Dr. and Mrs. Cleland, the Biology Club gave a supper party in Dr. Longley's honor in recognition of his twenty-fifth year as a member of the faculty of Goucher College; and the physiology major students and staff had a dinner at which they were able to tell Dr. Jessie L. King something of their appreciation of her quarter-century of service to Goucher College.

Under the guidance of the departmental clubs of history and

political science and of various other organizations, such as the Ethics Club, Agora, and the College Spirit Committee, Goucher students have held many political rallies. On such occasions no one could accuse them of lack of intelligent interest in public affairs or of keen partisanship. As far back as 1892 they voted with "wildest enthusiasm."¹¹⁹ On the evening of the presidential election of 1900 there was a big bonfire at St. Paul and Twenty-fourth Streets, and the assembly hall was opened to receive returns.¹²⁰ In the course of the years pre-election rallies and national conventions have been staged, the setting becoming more and more accurate until the students have been able to work out the details to the satisfaction of the political science department¹²¹ and at the same time to sponsor a very interesting event for their entertainment and profit.¹²²

In 1895-96 students from different states began to form clubs, and for about twenty years this type of organization continued. The first clubs, the New York, Pennsylvania, and Southern Clubs, within a few years were joined by others, among them the New England, Maryland, New Jersey, Ohio, Iowa, Carolina, and Oregon Clubs, and the Hackettstown Club.¹²³ Later some of the groups combined to form a stronger club, for example, the members of the faculty and the students from the West joined together and named their organization the Algonquin Club. Not only did these groups include the faculty, but some of them had honorary members. Thomas Nelson Page, Mrs. Sidney Lanier, and Mary Johnston honored the Southern Club in that capacity.

To these state clubs all students from the respective sections were eligible on their own initiative, with two exceptions—the Maryland Club and the Southern Club, in which membership was by invitation. These clubs held frequent meetings of a social or literary character for their own members, and also by teas, plays, picnics, and other entertainment promoted the general social life of the College. Often at the end of the

year the seniors were the guests of honor. For a long period the Southern Club gave the most distinguished of the social events of commencement time—the Southern Prom.

The Pennsylvania Club and the Southern Club were the last of the state or regional clubs to disband. After discussing the question for a year, the College Council came to the conclusion that the sectional clubs were not the most satisfactory means for promoting social intercourse, and at its meeting on October 16, 1917, the Students' Organization, on the ground that the trend of the times made sectional clubs undesirable, suggested the discontinuance of the two remaining ones. For many years, however, they had served a good purpose.

In the late nineties, when organizations were over-numerous, there sprang up a group known first as "secret" societies, later as "squelch" societies. Their membership was small—seven, eight, or nine students each—but they attracted considerable attention by arousing curiosity; their chief characteristic to outsiders was their meeting of all inquiries as to their insignia and organization with a "haughty stare" or "dead silence." They were connected with classes: the Red Strings, with the seniors, the Caccha Cauchia, with the juniors, the O³S³, with the sophomores, and the Teapots and the Whistles with the freshmen.¹²⁴ These societies lasted almost twenty years, but about the time of the war when so many organizations were given up, they came to an end.

Dean Lord, in an article in the *Goucher College Weekly* October 11, 1917 writing of the activities which should be resumed when normal life came back, expressed herself as not in favor of the revival of the "jocosely mysterious class societies," because they did not minister to "the dignity or even the legitimate gaiety of our student body."

Allied with these class squelch societies for many years was another one of different origin—the Titian Tints, made up of the "red heads" of the College. They lived on after the class societies had been abandoned.¹²⁵ The number varied accord-

ing to the material available—one year there were as many as thirty-one; at one time their pins were worn by eight members of the faculty.

There were also from time to time clubs whose activities were confined to eating: the Breakfast Club, with a second and third floor section; the Ate-Hoo-Ate, whose motto was "Oui liv tu yt."¹²⁶ And at numerous times there have been Cocoa Clubs—one of them of genuine value, made up of eleven city students and Dr. Maltbie.¹²⁷ The first Cocoa Club had the unhappy privilege of having a skeleton at its feasts, for it drank its cocoa before the glass case containing the college skeleton in what was then the long room on the east side of the basement of Goucher Hall.

In the College today there are eight chapters of the national Greek letter societies. The first to enter was Psi of Delta Gamma, which was organized without consulting the faculty in May 1891. By a decision of the Board of Control, October 9, 1891, sororities were admitted to the Woman's College, and this sorority received official recognition. That first year chapters of two other sororities were established: Zeta of Alpha Phi and Alpha of Tau Kappa Pi. Within the nineties four others were added: Zeta of Gamma Phi Beta, Alpha Delta of Kappa Alpha Theta, Maryland Alpha of Pi Beta Phi, and Xi of Delta Delta Delta. In 1908 the eighth chapter, Theta of Alpha Gamma Delta, was formed, and in 1933 Alpha of Tau Kappa Pi became Delta Theta of Kappa Kappa Gamma.¹²⁸

In the beginning, the Board of Control allotted rooms, either on the third floor of Goucher Hall or in the Music Annex (now Vanaheim), for the use of the sororities,¹²⁹ but on December 3, 1895, it ruled that those rooms would be needed by the College for college purposes after June 1896. The sororities began then to do what they have since continued to do—rent rooms in the neighborhood of the College; there have never been sorority houses on the campus. The Board of Control,

soon after the sororities left the college buildings, moved to safeguard the academic standing of their members by not allowing candidates for matriculation, or students not graded sufficiently high to be members of class organizations, to belong to them.¹³⁰ In more recent times moreover both the local chapters and the national organizations have set up academic standards for admission to sororities.

In every crisis in the life of the College, the sorority groups, in addition to their cooperation as a part of the student body, have had a special part as sorority groups, as in the 1913 campaign and the 4-2-1 campaign. Also, through their individual scholarship funds, as well as through that of the Pan-Hellenic, they have aided students otherwise unable to remain at college to continue their education.¹³¹

The Goucher sororities have been identified with the Pan-Hellenic movement since its inception in Boston in 1911. Each year since 1923, the Goucher Pan-Hellenic Dance, held usually at the Maryland Casualty Club, has afforded an evening of pleasure to the Goucher sorority members.

Although the name Agora does not belong to any organization in the College today, the old club of that name fostered for many years interests that appeal to the present-day students—mainly debating and dramatics—and thus it may be considered the parent of the clubs furthering those activities now. Agora is said to have been suggested first by Dr. Metcalf, but very early in its founding and development Dr. Thomas joined, and later, Dr. Welsh and Dr. Hodell.¹³² It met for the first time on November 22, 1898, and in keeping with the nature of the old Grecian Agora—a democratic meeting place for free discussion and debate—it was, in the beginning, a literary and debating society. Its early programs included debates, parliamentary drills, and orations, and it served a real need of all the students not in any way satisfied by other clubs. The society grew in numbers. After a few years it was felt that there would be greater strength if there

were two rival clubs instead of one, and in 1902 the Board of Control proposed that there be two societies, at whose annual contests four half-year scholarships should be awarded—two to the successful debaters, one to the best parliamentarian, and one to the most brilliant orator. And so, in March 1902, Agora dissolved, and two societies were formed Boulé and Ecclesia. After the first year when the general plan was carried out, the parliamentary law contest became the sole feature of a public meeting. On the first such occasion Dr. Thomas, presiding, said, "The Woman's College not only follows precedents, but it also establishes them. It has the honor of being the first woman's college in which this novel feature has been introduced into debating societies."¹³³ The three student participants, selected by means of a written examination in parliamentary law, presided in turn at a meeting of parliamentarians from the city, the victory going to the one presiding most successfully. As the parliamentarians tried to make the proceedings as complex as possible, the audience was both interested and instructed.¹³⁴

In 1907 the scholarship awards were withdrawn,¹³⁵ and by 1909 the two clubs had dissolved and Agora was back again with its old program of seeking to develop ease and skill in addressing audiences, capacity for debate, and skill in the use of parliamentary law.¹³⁶ But it was not long before there was a further change. In 1911-12 the students felt that there should be one inclusive club and that in Agora there was the nucleus for such development, since its interests could be broadened to include music, art, and dramatics. In a few years it was functioning successfully in four different sections—the dramatics section giving all-college plays, the artistic section instituting poster contests, the musical section giving recitals, and the literary section providing lecturers and publicity for the College.¹³⁷ Certainly an ambitious program, and one too large for an undergraduate organization to handle for many years. Some of the sections became very weak, and

their work was taken over by independent groups. In 1923-24 a debating club was set up apart from Agora; in 1927 the Students' Organization formed a Poster Club with the object of having fewer and better posters.¹³⁸ But in the meantime the section that had become the strongest developed into the college dramatic club and, as has been seen in the section on Dramatics, became the predecessor of Masks and Faces.

Before debating was fostered by Agora there had been some interest in the subject. As early as 1895 there was a Woman's College Branch of the Intercollegiate Debating Union.¹³⁹ While there were no intercollegiate contests, there was one at the College thus reported: "On the 8th of February, 1895, the Debating Club held its first debate on the question 'Are Strikes Justifiable.' It was decided 'once and for all' that they are not."¹⁴⁰ This was the first and only debate of student clubs until several years later, when Agora was formed.¹⁴¹ For twenty-four years student interest in debating centered in Agora, during the earlier years a very active interest, during the later, a waning one, until 1922, when there was again a desire for an active debating group. The subject was discussed in College Council, and some urged the revival of the old section of Agora, but President Guth suggested that Agora remain a purely dramatic organization, and that a separate debating society be organized.¹⁴² This organization was brought about during 1923-24, and on March 8, 1924, the first intercollegiate debate took place with women students of the University of Pittsburgh. The debaters were not ranged college against college, since it was considered that "by the elimination of competition a nearer idea of truth could be reached."¹⁴³ The question on that historic evening was: Resolved, that the United States should adhere to the Permanent Court of International Justice as it now stands. The decision was by vote of the audience in favor of the negative side. For five years there were no further intercollegiate debates; then began a series of debates which for another five

years marked the Golden Age of Goucher debating. The first contest was on May 3, 1929, when the Goucher students were victorious over the women's team of the University of Pennsylvania. The following March—March 3, 1930—they won the first of a succession of five annual victories over a Princeton team, four debates being held at Goucher and one at Princeton.

On November 20, 1930, the first international debate was held with two Scotch students, representing St. Andrews, Edinburgh, and the University of Glasgow. The keen wit of the Scotsmen and the appearance of one of them in his native kilts delighted the audience.¹⁴⁴ Over a period of five years Goucher teams debated with varying success against teams, sometimes of men, sometimes of women, from Swarthmore College, the University of Pennsylvania, William and Mary College, the Johns Hopkins University, and the Mississippi State College for Women.

Back of the Goucher debaters were the coaches, Miss Ruth Child, Dr. Naomi Riches, Mr. John Q. Wolfe, Jr., members of the faculty, and the bibliography committee, which unearthed the material for their use. With the graduation of the strong debaters from the College, this period of activity and success was followed by a period of lack of interest. In 1935-36, when an effort was made to revive debating, it was found that there was but one student who had ever debated in college. Now a series of round table forums has been set up to arouse interest in discussion and lay the foundation for future debating activities. In this revival of an interest in debating faculty members have been helpful—Dr. Cleland, Dr. W. A. Beardsley, and Mr. Baker.

There have also been clubs among the students through which they have been able to manifest their interest in social welfare,¹⁴⁵ international relations and progressive movements—in early days: the Social Science Club,¹⁴⁶ the Social Service League,¹⁴⁷ the Chapter of the College Settlement Associa-

tion,¹⁴⁸ the Somerset Y;¹⁴⁹ in later years: the Ethics Club,¹⁵⁰ the International Relations Club, the Equal Rights Council, the Goucher College Chapter of the League for Industrial Democracy¹⁵¹ and its successor, the American Students Union.¹⁵² The last two indicate that Goucher students cooperate with student groups elsewhere to express themselves on the subject of peace and civic freedom. The International Relations Club is the strongest of these clubs at the present time, and has arranged the program for the chapel Armistice Day service and, among other things, has been responsible for some of the student forums.¹⁵³

The Chrisitan Association is one of the oldest organizations in the College and sponsors many religious and social activities. In 1894, it started as a branch of the Young Women's Christian Association, being called the Y. W. C. A. and retaining close affiliation with the national body until 1921-22, when it was reorganized as the Goucher College Christian Association, a purely local organization though with some friendly contacts with the national Y. W. C. A. It was founded on January 15, 1894, with about fifty students, and it grew quickly in popularity. Immediately it began its important work of helping to welcome the new students. It has been the hostess—for many years alone, subsequently with the Students' Organization, latterly with both the Students' Organization and the Athletic Association—at the opening reception for the freshmen. For some years its members acted as senior advisers for the entering students, wrote letters of greeting during the summer to each prospective freshman, and sent to her, also, a *Students' Handbook*, filled with valuable information concerning college customs. After 1930 these advisory responsibilities were taken over by the juniors. In their welcome to the new students the G. C. C. A. followed a charming custom, for several years, of hanging a rose or a carnation, with a card of friendly greeting, on the door of each new student in the residence halls, the first Sunday after college opened. Indeed

friendliness and helpfulness may be said to be the keynote of the approach to all the students: occasionally, in such small ways as furnishing tablets of note paper on the shelf beside the "wireless" board, putting benches in the garden of Catherine Hooper Hall for the city students, putting flowers in the vases on their lunch tables, and every year since 1910, in the larger continuous service of sponsoring teas in its hospitable room on the lower floor of Goucher Hall, where students and faculty, hall and city students, can meet informally.¹⁵⁴

In 1903-04, through its social service department, the Association began to contribute regularly to Isabella Thoburn College at Lucknow, India, the first college for women in India, and this interest, begun in its early years, has been maintained ever since.¹⁵⁵ Under the guidance of Isabella Thoburn, one of the first two missionaries sent out by the Women's Missionary Society of the Methodist Episcopal Church, this institution had begun in 1870, as a primary school, had gradually added the upper classes, and in July 1886, had opened the first college class for girls. It was some years later, however, before the full four-year course was offered, and it was Dr. Goucher's help that gave it the impetus at a critical time. One day in 1894 Miss Thoburn received from Dr. Goucher an offer to pay the salary of a professor, and simultaneously came a letter from Miss Singh, one of the first three college students who, after having been graduated from Lucknow, had obtained her B. A. elsewhere, offering to come back to her alma mater and teach for half the usual salary. These offers were both accepted, and thereafter the full four-years' work was given.

In 1921, when the University of Lucknow decided to try the experiment of having a woman's department, Isabella Thoburn College was invited to fill that relationship without forfeiting any of its missionary or community relationships—a recognition which can be fully appreciated only by those familiar with Indian education. And ever since, this college in India

has had the stamp of academic approval from the government. Because of steadily increasing enrolment the college has moved several times, securing its present site of thirty acres in 1923. The enrolment for 1936-37 is the largest on record, going for the first time above the 200 mark. Students come from all over India, and English is often the only common language. Many of the students are Christians.¹⁵⁶

Previous to 1903, there had been some interest and some gifts, for President Goucher's deep concern for missionary work in India had directed the attention of the college Y. W. C. A. to the Lucknow institution. About the time when the gifts from the Y. W. C. A. to Lucknow became an annual custom, Mrs. E. B. Stevens, a trustee of the Woman's College and one deeply interested in missions in India, conceived the idea of linking the woman's college in India with the Woman's College in Baltimore in a special relation of sisterly friendliness. From this grew the "Sister College" movement, which was well established by 1914, and in which many of the leading colleges for women have participated. To the Woman's College of Baltimore this movement owes its origin.

Since 1903 the students, through the Christian Association, have never given less than three hundred dollars to their sister college; occasionally they have given as much as a thousand, and in 1919-20 they contributed over two thousand. By 1932 the aggregate of the gifts amounted to more than twenty-five thousand dollars.¹⁵⁷ That year Isabella Thoburn College named the new science wing of the Administration Building the "Goucher College Wing" in appreciation of the interest of the Goucher students in their sister college.¹⁵⁸

In February 1936, there was presented at chapel, at the beginning of the United Campaign Fund Drive, a gift from the students of Isabella Thoburn College to the students of Goucher College—a pierced brass lamp, a replica of the one that hangs in the assembly room of the Indian college, and is lighted whenever a religious service is held.¹⁵⁹

The Goucher Association has also aided its own members through a small Student Loan Fund for which, at one time, they published a book entitled *College Cookery*,¹⁶⁰ and through cooperation with the social agencies in Baltimore, especially after the Social Service League merged with the Y. W. C. A. in 1917. At the social settlements, Warner House and Lawrence House, at the college settlement maintained for some years at Locust Point, at the International House of the Baltimore Y. W. C. A., Goucher students have been leaders of girls' clubs, kindergarten teachers, pianists, instructors in cooking, sewing, knitting, story telling, dramatics, tap dancing, and arts and crafts. They have also been volunteer workers for the Federated Charities, for the Public Athletic League, and at the Baltimore Red Cross Headquarters. They have visited the Home for Incurables and the Children's Hospital, and they have taught classes in Baltimore Sunday Schools, especially in the Chinese Sunday School. They have made collections for emergency Red Cross work.

On February 16, 1920, there was organized the United Campaign Fund, substituting for many appeals scattered through the year the one annual appeal for the objects it desired to aid. Begun under the direction of the Students' Organization, this Fund has been managed for some years by the Goucher College Christian Association. Through this Fund financial assistance has been given not only to Isabella Thoburn College, but also, among other causes, to the Student Friendship Fund, which is used to further student fellowship at home and abroad, the International Student Service, the Delta Cooperative Farm for Share Croppers, and the Seeing Eye.¹⁶¹

Through the years the religious activities of the "Y" have varied with the changing times. For a long period there were a Student Volunteer Band,¹⁶² mission study classes, classes for the devotional study of the Bible,¹⁶³ weekly prayer meetings in each residence hall and a union meeting on Sunday afternoon,

occasionally addressed by some distinguished outside speaker. These union meetings gave place to the Vesper Services held every Sunday for some years. The first vesper service is in honor of the freshmen and is addressed by the President of the College. In 1920-21 there was started a new custom, that of holding some of the Sunday evening services around an open fire in the parlor of Glitner.¹⁶⁴ The program at first consisted only of singing, but later talks and discussions were added. These Firesides have become a loved tradition of the College. Two of the talks may be referred to: once Miss Lizette Woodworth Reese, interspersing fact with philosophy, spoke informally and delightfully of her early life during Civil War days in Baltimore; at another time the students crowded Glitner to greet Dr. Froelicher when, out of the wealth of his experience, he spoke to them on "The Art of Living."¹⁶⁵

The G. C. C. A. has sponsored also special services: Christmas Vespers and an early morning Easter Service. In recent times it has arranged, during one week of the year, a series of daily discussions on the religious problems which confront college women, led first by Dr. Harris E. Kirk, minister of the Franklin Street Presbyterian Church and professor of Religion at Goucher College, and lately by Dr. Thomas Guthrie Speers, minister of Brown Memorial Church and a trustee of the College. Other informal discussion groups are led by Professor McCasland of the department of Religion.

The Association, in addition to its many other activities, has sent delegates to many conferences: to the quadrennial international Student Volunteer Convention, to the Tri-State Mid-Winter Conference held on a Bay Line boat as it travels between Baltimore, Old Point Comfort, and Hampton Institute, and to the June meetings at Silver Bay and at Eaglesmere. Many enthusiastic accounts of these meetings are found in the *Goucher Alumnae Quarterly*, the *Goucher College Weekly*, *Kalends*, and *Donnybrook Fair*. In recent years the

delegates have been chosen by student vote and have represented not only the Association but other organizations as well. Perhaps the high water mark in attendance was reached in 1905, when sixty students represented Goucher at Silver Bay, its numbers being second only to those from Vassar.

The most important religious influence under the direction of the students themselves has functioned through the Y. W. C. A. and the G. C. C. A., but to some extent church loyalty has been furthered through a few special clubs: the Menorah Society for developing a better understanding of Jewish culture and ideals, the Philip Cook Unit, gathering together the Protestant Episcopal students, the Lutheran Students Association, and the Baptist Club. A few years ago there was established a Methodist Club, a branch of a national organization made up originally of Methodist students, but later including those of other denominations.

The most important of all undergraduate bodies is the Students' Organization. In the spring of 1901 the movement toward self-government in the Woman's College took definite form.¹⁶⁶ Previous to that time it had been talked about occasionally, usually in connection with the honor system in examinations. In February 1895, the Board of Instruction considered the question of dishonest practices in recitations and examinations and appointed a committee consisting of Dr. Thomas, Dr. Butler, and Dr. Hopkins to devise some plan of meeting the difficulty.¹⁶⁷ When they began their investigations they found that some students had already taken the matter up, and on Friday, April 5, there had been a mass meeting after chapel at which the adoption of an honor system in examinations was discussed.¹⁶⁸ No definite action was taken at that time,¹⁶⁹ but the students went seriously to work on the matter of student honor and finally presented to the Board of Instruction a well organized plan recommending a reprimand for the first offense and suspension for the second, in cases of cheating reported by two witnesses to a Student

Board made up of two seniors and one representative from each of the lower classes.¹⁷⁰

The students were appreciative of the small measure of self-government accorded them, but seeing a more extensive system enjoyed in some of the other women's colleges, some of them were eager to go further.¹⁷¹ The matter was brought to a crisis by a set of rules on student conduct issued by the Board of Control in an effort to check habits of carelessness in the halls: "leaving hats and wraps on the tables, whistling, etc."¹⁷² The whole student body became indignant over the disciplinary action taken by the Board of Control, which, though a voice was raised in defense—"if we object to being treated as children, why do we still act as children?"¹⁷³—seemed to nearly all of them "childish and undignified."¹⁷⁴ Carried on the tide of strong feeling, the students asked to be allowed to form a Students' Organization. Their plans were presented to the Board of Control, and after a "full discussion," they were endorsed at the end of the academic year, 1900-1901.¹⁷⁵

On September 24, 1901, the Students' Organization was formed.¹⁷⁶ The first year freshmen were not admitted to the organization, but in 1902 the entire student body was included. The activities of the organization were limited at first to maintaining order in Goucher Hall and to stimulating chapel attendance,¹⁷⁷ and they met with a certain degree of success. Within a few years, however, it was apparent that something more needed to be done to claim the interest of the whole student body, far more occupied with class and fraternity groups than with the Students' Organization. When representatives from the Woman's College attended the first conference of the Women's Intercollegiate Association for Student Government held at Wellesley College in the fall of 1904, these leaders came to a better appreciation of what could be done with a better organization.¹⁷⁸ In 1905, therefore, a new constitution was set up which gave the students control

of the residence halls, Goucher Hall, student conduct, the college paper, and athletics.¹⁷⁹ The changes received the sanction and approval of the Dean and the Board of Control, and the Students' Organization began its work. For many years election to its presidency has been the highest honor that could be bestowed upon an undergraduate by the student body. The changes in the constitution that have been made from time to time have always been along the line of giving more freedom to the students. Their response to this increase of liberty has been so satisfactory that in only a few instances has disciplinary action been necessary.¹⁸⁰ By amendments made in the spring of 1927 the Students' Organization was set up as it is today.¹⁸¹ In that change the executive and judicial functions were separated.¹⁸² The Executive Board is made up of the six officers, and in addition the Hall Presidents, a member-at-large from each class, the College Spirit Chairman, the College Fire Chief, and the Chairman of Junior Advisers. It meets weekly, hears reports from halls, considers current student problems, and sanctions the organization of groups. The Judicial Board is under the leadership of the vice president of the Students' Organization and is composed of the class representatives who are on the Executive Committee and the president of the Students' Organization, ex-officio. The Judicial Board tries cases involving breaches in the honor system.

The creation of the office of student counselor in 1919-20, by President Guth, has simplified the task of the Students' Organization. Elizabeth C. Mason, '14, and Frances R. Conner, '02, jointly and each alone, have filled this office and developed the work. It would be difficult to estimate the helpful influence of these two wise, gracious, tactful women upon the social life of the student body.

The Students' Organization has furthered the welfare of the College in many ways: it aided in the movement to limit the time and money given to class entertainments; it was

active in helping to set up an adequate system of fire protection; it placed the student ban on freshman hazing in 1913; it displayed an active interest in the welfare of city girls; it was interested in establishing more active friendliness between the alumnae and the undergraduates, it was able, whenever it directed its attention to that detail, to secure a better chapel attendance than could be obtained by any rules of compulsion or any system of "cuts"; it set up the Point System, assigning to each college and class office a certain number of points and ruling that no one might hold more than twelve points, thus preventing, on the one hand, undue extracurriculum activity, and on the other, insuring a more equable distribution of honors; it took an active part in the long fight to make satisfactory adjustments about smoking.¹⁸³ Moreover, both directly and indirectly, it has been the chief aid in the development of college spirit. In December 1908 a student wrote in *Kalends* that the College had plenty of spirit but that it was localized in halls, classes, and societies, and that there had been little success in adding it together and making a sum total of college spirit. The Students' Organization became the unifying element, setting up in the course of the years a College Spirit Committee¹⁸⁴ that definitely planned for a number of social affairs for the whole student body. As far back as 1910 there was a series of dances, a tradition which has been followed in recent years. There were camp-fires in the fall, political rallies, hikes, and parties of various sorts—a spelling bee, a circus, a "Sing," a "Home Talent Night." Sing Song and the Thanksgiving Dinner have been under the direction of this College Spirit Committee. The activities, which varied from year to year, were a success in bringing the students closer together.¹⁸⁵

As a student once said, "it is always easier to obey the rules you have had a part in making." Consequently the organization has been respected by its own members and highly valued by the college administration.¹⁸⁶ The students have been

proud, too, of the good reputation that its student government has had outside the College. In 1922, at the annual convention of the Student Organizations of Women's Colleges, it was reported that the Goucher student government "compared most favorably with other colleges."¹⁸⁷ About the same period it was said that according to the Council of Women's Colleges east of the Mississippi, Goucher College stood first in the character of its honor system.¹⁸⁸ The good reputation of a decade ago is still maintained; at the Silver Bay meeting in 1933 the Goucher student government was considered to be "one of the most liberal, most mature, and yet most successful" among the best colleges of the East.¹⁸⁹

PUBLICATIONS

Save for two papers which lasted only for a few years,¹⁹⁰ there have been but three publications issued by the student body, *Kalends*, *Donnybrook Fair*, and the *Goucher College Weekly*, all three of them continuing from the time of their first appearance until today.

The oldest of these is *Kalends*, whose first number came out toward the end of the second year after the College opened—May 1890. Permission to publish it as a college paper was granted by the Faculty at the request of the "collegiate students."¹⁹¹ They labored long over the question of a name, rejecting "Hooparoarah," evolved from the college yell, as "too undignified," and finally adopting a title suggested by Miss Alice Goddard, associate professor of Latin, because the paper was to be published on the first of the month—*Kalends*.

Kalends has undergone various changes in the course of its long history. Until the publication of the *Goucher College Weekly* in 1917 it was both the sole news agency of the College and its literary magazine. Since that time the aim has been to have it represent only the best literary efforts of the students. Today it is said to be: "A synthesized exemplification

of the interests and talents of Goucher women . . . simultaneously informative, colorful, and traditional.”¹⁹² For a quarter of a century there were eight issues a year. When *Goucher College Weekly* appeared the number was reduced to six, and since 1918 it has been a quarterly.

For most of its history *Kalends* has been under the editorship and business management of its own Board; from 1903 to 1912 it was directed by the Students' Organization; for another period its expenses were met by *Goucher College Weekly*. Now and then it had to appeal to the general college public for support. One year to aid it the freshmen had a Kalends Country Fair. The next year there was in the gymnasium a “Pike,” one of whose features was the “Submarine Palm Room” devised from the swimming pool, emptied of its water and set with palms and little tables.

The literary value of the paper has varied from time to time with the changing student body. Getting material for it has never been an easy task, but that quest has been aided by several plans.

In the early years Professor Butler was helpful through his general interest and through the organization at his home on February 4, 1895,¹⁹³ of the Contributors Club, made up of those who wrote for *Kalends*. This club continued for some years. A fertile source of material for *Kalends* was Dr. Ella Knapp's short story course. From the stories written by the first year students the best six or seven were selected, and at an all-college evening function known as the Freshman Short Story Contest, they were read aloud and judged in the order of their merit.¹⁹⁴ The best were published in *Kalends*. This contest continued for more than ten years.

It was in the year 1895 that the first number of *Donnybrook Fair* made its appearance, printed in green ink. The tradition of having the year book published by the juniors was established in the beginning, and the Class of 1896 used their colors, green and white, in the binding as well as inside the

book. The name for the annual was suggested by Professor Butler, and shortly before its publication *Kalends* contained an article giving an account of the Irish fair for which the book was named.¹⁹⁵

Years ago, not far from Dublin, stood the little village of Donnybrook, on whose green, for a fortnight the latter part of August, there was held an annual fair. Hither the whole countryside resorted to see the fun and participate in the amusements, chief of which was dancing. Among the gaily decorated booths those for eating and drinking were the most important, and before them, during the day, a few planks were laid, upon which the boys, with their shillelahs, and the girls, with their gowns pinned up behind them, went through the difficult steps of the Irish jig, while the older men and women admiringly looked on at the double shuffle of heel and toe. In 1845 the "Fair" ceased to be an institution, and Donnybrook gradually developed into one of the most charming and aristocratic suburbs of Dublin. Time idealized the fair, and today, in place of the drinking and fighting of long ago, it is famed in song and story as a place of wit and humor.

Some years later, in commenting on the selection of this name for the college year book, the first editor-in-chief, Mary Louise O'Neill, '96 (Mrs. Clyde Bowman Furst) tells that it was much criticized. "But we chose the name we liked best, and we are happy that a little babbling brook on our own campus has been christened 'Donnybrook' to do honor to our choice."¹⁹⁶

Through its text and its pictures, *Donnybrook Fair* has become a valuable store-house of information about faculty and students, and, to a very limited extent, about trustees. For the first ten years or so the year book was very personal, intimate, individualistic in its treatment of class histories, college events, grinds, jokes, relation of student to student, and student to faculty; but in later years it has been terse,

concise, direct, objective, and admirably simple in its treatment.¹⁹⁷

Some numbers of *Donnybrook Fair* have strung their facts on the thread of a special theme connected with the past of the College: as the 1920 Historical Number (when Dr. Gallagher was the honorary member of the editing class); or the 1927 book, in which was given the origin of many customs and traditions; or the 1931 volume, with its backward look to the founders—faculty and students. Once, in 1923, its theme was the future of the College, and the scarlet bird against the “slender spires” on the cover typified “the flaming spirit of the College going on toward the Greater Goucher rising from the mist of our dreams.”

For a long period there was no ceremony connected with the appearance of the year book. At an announced date it went on sale in the lower floor of Goucher Hall. Later the dignified ceremony of the presentation of the first copy of the year book to the senior president at a May chapel service came into practice, and at present it is presented at Senior Chapel. For a few years it was presented on May Day by the side of its namesake brook on the campus.

Sometimes the Donnybrook Board has not only been able to finance the expenses of its book, but has had also something left over. The Class of 1917 presented \$350 of its surplus toward the furnishing of the new chapel in Catherine Hooper Hall, and gave a further \$100 toward the fund being raised for Amanda;¹⁹⁸ the Class of 1925 presented to President Guth at chapel its surplus of \$150 for the building of a gate on the Towson campus,¹⁹⁹ and the Class of '31 presented its profit of \$300 as a part of the first gift made by the Alumnae Fund to the College.

At intervals there was expressed in *Kalends* a desire for two papers instead of one; as far back as 1894 there is the statement that “no one paper can be at once a fit representative of the thought of the College, and a chronicle of its passing events.

We need a literary journal . . . and we need also a news sheet.”²⁰⁰ Ten years later the suggestion was made that *Kalends* should appear bi-weekly, three consecutive issues being news sheets, followed by a fourth, a literary number. But it was not until 1915-16 that the desire for a college newspaper was satisfied. At the meeting of the College Council on December 2, 1915, President Guth suggested the publishing of a weekly newspaper by the students, as a means of giving the College the right kind of publicity, as a training for the students in newspaper work, as affording an opportunity for the interchange of news between faculty and students, between alumnae and undergraduates, and between Goucher and other colleges. The time was ripe for such an undertaking, and among the students were the leaders who could launch the enterprise. The first number of the *Goucher College Weekly* appeared on January 3, 1916.²⁰¹ The paper was especially fortunate in its editor-in-chief, Katherine Treide, '17 (Mrs. Michael S. Baer). As the college *Bulletin* for June 1917 expressed it, she “deserves great credit for the success of the experiment. Without experience to guide her, she gave to the paper a definite character and distinctive appearance from which it has not widely departed.”²⁰²

In publishing the *Goucher College Weekly*, the editors were encouraged and helped by Professor Robert M. Gay. “Published under the direction of Robert M. Gay” is the phrasing in the first number. Professor Gay, however, speaking at the first meeting of the Alumnae Council, said: “The college faculty has nothing to do with the *Weekly* except as advice is asked. The girls have done all the work themselves. It is an admirable piece of work for girls who have taken it up without any experience.”²⁰³

The *Goucher College Weekly* was welcomed by *Kalends* as the “lusty helper” who would take from “middle aged shoulders a portion of that burden of miscellanies that has kept us from being the type of magazine we desire.”²⁰⁴ In the view of the students the ambitions of the first editors of *Goucher*

College Weekly were realized in making it a complete and adequate news sheet. From the standpoint of college spirit, its editorials and its Forum were its most important departments.²⁰⁵

Perhaps those who have produced it have felt fully rewarded by the usefulness and success of the paper. When the Association of News Magazines of Women's Colleges was founded in March 1917, the *Goucher College Weekly* was invited to join,²⁰⁶ and in that organization and in the more inclusive Associated Collegiate Press, formed in 1933,²⁰⁷ it has had a good standing. In the rating of the All-American Newspaper Critical Service, in comparison with about two hundred and fourteen college newspapers the *Goucher College Weekly* was awarded a first-class, excellent standing for 1934-35, 1935-36, 1936-37.²⁰⁸

The three publications set forth in the preceding pages are the only ones edited by the students in their undergraduate days, but there is a fourth publication of great value to all Goucher women, the *Goucher Alumnae Quarterly*, issued by the Alumnae Association. This was started in a limited way in June 1921, and in its present form in December 1924. This, too, has had high intercollegiate praise. In a paper, "Criticism of College Magazines," presented at the meeting of the American Council of Alumni Secretaries, June 1933, the following statement was made about the *Goucher Alumnae Quarterly*:

One of the gems. Excellent and varied articles on art, literature, music, drama, poetry, education, biography, history, science, economics. A special issue on foreign affairs and travel. Good introductions to contributors. Many items of campus news interestingly discussed. Excellent book reviews and editorials. Complete report of clubs. Many class items well edited; fine tributes to deceased alumnae, and equally fine accounts of living ones. Just enough illustrations.

Students have not only issued publications, but they have assisted in college publicity. The group in Goucher College who have sought to secure publicity for the College has been known by various names: Publicity Committee, Press Com-

mittee, Press Club, Press Board. Until 1898 no organization was charged with that work. In the earliest times there was little planned publicity. A visitor to the College in 1891 asked President Goucher, "Why do you not use printers' ink more freely and tell people what this College proposes to do, for they do not know?" He replied, "History is more potent than prophecy. We are making history."²⁰⁹ Soon, however, under his guidance, there were a few specially selected students reporting regularly for certain papers.

At the suggestion of Miss Harriet A. Blogg, assistant librarian and a newspaper reporter, the first Press Club was started in 1898.²¹⁰ She was secretary and director of the organization for many years. The plan was to have competent students supply papers in Baltimore and elsewhere with articles about the College. The first year there were five reporters, sending news to four Baltimore papers, three New York papers, and one Philadelphia paper. A special feature of the Press Club of those days was the list of honorary members; there were nineteen that first year—all of them connected with the ownership or editorship of important papers. This custom, lending social prestige to the club, was continued until 1902. In 1907 there was formed an Alumnae Press Committee of three to work with the undergraduates. After 1909 the Press Club was disbanded for a time. But the question of publicity continued to be agitated, and a publicity committee of three, called afterward a press committee, in 1915 worked under the direction of Professor Robert M. Gay. The rate of progress was slow until 1922, when the tremendous expansion of the College brought the subject to the fore, and the Press Club was reorganized "almost on the spur of the moment to fill the need of the College for wider publicity."²¹¹ The club, then composed of thirty students from all parts of the country, was assisted by Mr. Harry T. Baker as faculty adviser. Not only did it supply material for the papers, but it also brought to the College speakers on journalistic topics, among them Mr. Henry

L. Mencken.²¹² It gradually acquired strength, and finally, in the fall of 1924, Helen Burriss, '25, "set the Press Club definitely on its then trembling young legs."²¹³ It has kept going ever since, with changes from time to time, among them its name, which was changed a few years ago to the Press Board, its numbers, which have ranged from three to ten, and its direct touch with the President. It is the custom now for the members of the Press Board to meet weekly with President Robertson and Miss McCurley.

The extracurriculum activities of the students have brought them many intercollegiate contacts from which they have profited, such as those through debates and Play Days, through representation at Junior Month, at Silver Bay and Eaglesmere, at Student Volunteer Conventions, at the Conference on International Relations, the Foreign Trade Convention, the Intercollegiate Liberal Conference, the Athletic Conference of American College Women, the College Press Boards, the Intercollegiate Magazine Conference, the Intercollegiate Association for Student Government, the National Students' Organization, the Congress of the National Students' Federation of America, and the Geneva School of International Studies.

TRADITIONS

Traditions in college, as in the world at large, consist of customs or practices long observed. There are always those who desire to add to the number of college traditions. They consider that they are to be praised who start a new one, they feel their value: "there is something about the observance of a tradition that seems to make us all akin to all those who have observed it before us and those who will carry it on after we have left." Traditions accumulate slowly at first, and after a time become too numerous for comfortable observance, and among them are some whose meaning and value have been lost. Inevitably there comes a time of icono-

clasm, when the inclination is to go too far and not only give up Sophie More and Funeral Pyre, but even consider the omission of step singing and pre-commencement ceremonies, an attitude expressed by one student as "give us our diplomas and let us go."²¹⁴ Between the extremes is the golden mean suggested by the college motto: "Prove all things, cleave to that which is good." In a talk at chapel in 1932 President Robertson gave three tests by which the value of a tradition could be measured. "Is it useful? Is it beautiful? Does it express the spirit of Goucher?" Only those traditions which meet these tests should be continued.²¹⁵

In the fifty years that have elapsed since students first began to come to the College, what are some of the traditions that have been followed, and taking them in the order of the "round of the year," how have they been observed at various times?

Two important events at the opening of college in the fall have been the first chapel service and the matriculation service on the first Sunday or one soon thereafter. Through the years the ceremony connected with the first has increased, while that associated with the second has lessened. For many years "opening chapel" was simple, but it was made impressive by the words of counsel given to the new students by the President or Dean. And it was significant. It was remarked once in the early period that the most important ceremonies in the life of a Goucher student were opening chapel and commencement and that perhaps the former was the most deeply stirring. In recent years "opening chapel" has become "convocation" with its formal dignity. Dean Stimson, in her acting presidency, suggested the procession of the faculty in their academic garb and their seating on the platform.²¹⁶ Old students, as well as new, are profoundly moved by the value of the teaching staff as they consider the academic worth of the garb they have the right to wear. President Robertson has followed the old tradition of an address, and, at the suggestion of the Honors

Committee, he has created the new one of announcing at this opening service the honor students²¹⁷ of the preceding year, and so on the first day he has stimulated ambition for scholarly attainment.

The matriculation service has become, in late years, a vesper service with an address by the President to a group made up of members of the college family. But in early years it was an important public occasion. On October 7, 1900, for instance, it was held in the morning in the First Methodist Episcopal Church. The main body of the auditorium was reserved for the College, but the remainder of the church was crowded with visitors.²¹⁸ Fifteen years later it was spoken of as "one of the impressive ceremonies of the college year." In the procession of the students into the church the freshmen in white led the way, followed by the upperclassmen in caps and gowns. The President of the College officially welcomed the newcomers into the student body and preached to them their matriculation sermon.²¹⁹

The exclusively student traditions of the early fall have centered around the new students. "Hazing," "initiation," "welcome," "orientation" have been the successive terms used by the upperclassmen, especially the sophomores, to designate the methods used to make the freshmen a part of the student body. To keep them so occupied that they would have no time to be homesick and to develop in them class consciousness have been the underlying motives of all periods. To these, in the early days, was added the desire "to put them in their place." Hazing was non-existent the first few years, but by 1897 it had grown sufficiently strong for the Board of Control to issue a reprimand against "class war." Since then it has had various rises and falls. Beginning first in the residence halls as an individual matter, before long it had extended to city students, and then became a class affair. Now and then it went to extreme lengths. But for the most part it was "horse play;" freshmen compelled to wear odd stockings, use

large opened umbrellas on the sunny street, carry their books in huge market baskets, wear their hair in wired pigtails.²²⁰ For those who refused to conform there were penalties imposed by mock courts, whose commands of "twinkle like a star," "scramble like an egg," "hang like a picture" afforded entertainment when obeyed by a clever freshman. There were two special occasions when, for some years, tradition demanded that the sophomores should interfere: when the senior tea was given to the freshmen, and when the freshmen first got their caps and gowns.²²¹ Through careful and deliberate action much of the rowdiness and sophomore-freshman hostility were eliminated, and the rites of initiation were confined to wearing little caps of the freshman colors and to learning and obeying the "Ten Commandments," whose purpose was to teach the freshmen respect for their superiors—the upperclassmen. In the latter part of the twenties the term "hazing" dropped out and was replaced by the kinder names, "housewarming," "welcome week," "initiation." Picnics, plays, College Spirit parties were joined with instruction in college songs and college customs. The extracurriculum committee of the faculty worked with the students in securing these reforms, helping them to do away with the unpleasant features of the old system and to emphasize the constructive elements of which the week was undoubtedly capable.²²²

After 1930 the freshmen were under the special care of the juniors, their sister class; even the senior tea was given up in 1931. With the abolition of the skull caps in 1930, the last vestige of hazing disappeared. Did the freshmen enjoy their freedom? In their *Donnybrook Fair* they wrote: "1934 entered Goucher as the first unhazed freshmen. . . . Strangely enough, the general opinion among us was that we would have enjoyed being hazed."²²³

Not only were the freshmen taught and disciplined as they entered college, but they were also entertained in various ways. The first reception of the year, the second Friday after college

opened, was in their honor. This social event in the early days was given under the auspices of the Y. W. C. A., later joined by the Students' Organization, and finally to these was added the Athletic Association. The freshmen at this reception are introduced to the college world of faculty and students. Also, until 1931, the freshmen were entertained by the seniors at a tea in October. With this occasion, for many years, Sophie More was associated. Sophie, a handsome doll dressed in cap and gown, was first presented as a chaperon or mascot for the freshmen, in the fall of 1898 by the Class of 1901, when they, as sophomores, for the first time gave a tea to the entering class. Janet Goucher (Mrs. Henry C. Miller) president of 1901, in her address on class day, said that the presentation of "the lady of sawdust and china" had been inspired by the feeling that the youth of the freshmen demanded some one to teach, by her example, the truth that "silence is golden" and a few other choice precepts. The idea appealed to the students, the custom became fixed, and before long it was an established part of the senior tea. Sophie More accompanied the freshmen on all of their public appearances in student affairs. As time went on, the precepts that she was to teach the freshmen were lost, and the ceremonial of her presentation became increasingly elaborate. After approximately thirty years of repetition, what started with some significance was given up by the Class of 1932 with little regret. With Sophie More gone, the Senior Tea, too, soon followed.

On November 18, 1911, the custom of a fall outing began with an all-day Camp Fire at Aigburth Mansion, Towson, in which students and faculty alike participated.²²⁴ The next year almost the whole student body and many of the faculty journeyed on a perfect October day to the same place. That such a day did much to capture "College Spirit" was apparent to all, and so, with variations, it became a college tradition. A little later, for several years, it was held in the afternoon and evening in early November at the Y. W. C. A. Recreation

Grounds at Walbrook, with supper around a blazing camp fire. The entertainment in 1914 consisted of parodies—on the junior-senior banquet, some scenes from Shakespeare's plays. In 1916 there was a performance by selected members of the faculty, who, throwing off professorial dignity, presented in a most informal manner an adaptation of *Lochinvar*, in the form of a movie, and thus, for the first time, gave to a student audience the satisfaction of seeing a faculty play. After the campus at Towson was acquired the fall outing was held there, and for some years, in charge of the Athletic Association, it has been an afternoon affair. The campus is unusually beautiful in the autumn, and, no matter what the program, the afternoon spent there has meant much to the new students, as well as to the old. Associated, too, with the campus was another fall tradition, though short lived, the planting of trees on the campus by the classes to take the place of the ivy planting. At the time when the dream of moving to Towson seemed possible of speedy realization, the Class of 1922 inaugurated the custom of tree planting, which was followed by the next three classes.²²⁵

In the late autumn there are two traditional events of much interest to the students, the Army-Navy hockey game and the Thanksgiving dinner.

The term army-navy team was first applied in 1917-18 to a basketball group, when twelve players, irrespective of classes, were divided into two evenly matched teams.²²⁶ In 1918-19 the same plan was followed for both basketball and hockey. After a few years the name was dropped from the basketball contest and retained only for the hockey game, since that took place about the same time as the great Army-Navy game.²²⁷

The first Army-Navy hockey game was played on Thanksgiving morning, 1918.²²⁸ Since, by reason of the influenza epidemic, the College had been closed for a month, the usual recess at this time was omitted, and this special all-college contest was planned. The idea was supported by nearly every

one, and the Athletic Board was so pleased with the enthusiasm that it decided to make such a game an annual event around Thanksgiving time. Within a few years after it was started, there were an army mule and a navy goat to lend color to the scene. On one occasion the mule's hired custodian took the army-navy title seriously, and presented him at the City Stadium ready for a gridiron clash. It was some time after the parade from Bennett Hall to the hockey field was over before the mule arrived at "Mr. Goucher's School for Girls."²²⁹ In recent years the mascots have been, for the most part, pseudo-quadrupeds, but the "human touch" has not interfered with their effect on the spectators. The game has brought out a cheering throng, interested not only in the contest itself, but in all the stunts. At the end of the first half, one year, the army band, clothed as wooden soldiers, marched around the field to the thunderous tones of a drum, a bugle, and six combs. Said a student, summing up the Army-Navy hockey game: "It is one of the most individual institutions of Goucher life, and easily one of the most exciting and absorbing, from the ballyhoo of the week preceding, through the cold and mud and thrill and stunts of the actual event, to the invariable reminiscences and buttons pinned on the wall or stuck over mirrors that follow."²³⁰

The first Thanksgiving dinner was held the Saturday before Thanksgiving, 1919. The idea occurred to Dr. Froelicher, and Miss Mason developed it and carried it through, aided by Mrs. Guth and Dr. Ola Winslow.²³¹ It was a formidable undertaking that first year, for the Catherine Hooper gymnasium seemed just elastic enough to seat at "good plank tables made for the occasion" a family of more than seven hundred—trustees, faculty, students, and a few guests of honor. There was no special seating arrangement, as getting acquainted with a different circle was a part of the object of the occasion; the group was seated with swiftness and impartiality, "trustee beside freshmen, faculty beside unfortunates whom they had

just 'warned'." At the close of the traditional Thanksgiving dinner, prepared in the college kitchens and served by freshman waitresses, there were toasts based on comparisons between the founding of our college and the founding of our country.²³² All through the evening Goucher songs were sung with enthusiasm. So successful was this first Thanksgiving dinner that the plan, with some variations, has been followed ever since. After several years there was the change from toasts to stereopticon pictures, students registering great interest both in seeing Goucher Hall under construction with horse cars and open victorias in the foreground, and in observing various notables playing croquet in the maidenly garb of the 90's. Toasts returned for a few years, and the last time they were given they pleased the students: "Were they lengthy, solemn, and replete with noble sentiments? They were not! From the Dean's poetic masterpiece 'Tale of the Pessimistic Dean', through all the five minute talks, the famous faculty wit kept the diners in an uproar."²³³ There were other changes too. The informality that had marked the seating the first year was soon given up, a guest table developed and the seating of students by classes was followed for a while. But happily that was changed in 1930, when the buffet service, which has continued since, was started.²³⁴ Behind long tables heaped with good things stand the friendly, familiar faces of Goucher's colored servitors, ready to fill the plates. It is said that Harriet has an uncanny way of apportioning the pumpkin and the mince pies so that to the end each student gets the kind desired. Beginning also with 1930, the Thanksgiving guests have been entertained after dinner in the Auditorium. That year there were six short sketches, each announced by the Town Crier, after she had presented President Robertson, who greeted his assembled family. During the next five years plays have been presented by the dramatic organization, often by its freshman members.

The Thanksgiving dinner, which has emphasized the fellow-

ship and oneness of the Goucher community, has grown in strength because it has not become more and more ceremonious, but has, on the contrary, become increasingly informal. In the words of *Goucher College Weekly*: "What injures traditions? They gather ceremony year by year until they sink beneath their splendor."²³⁵

In connection with Christmas customs at Goucher, it is pleasant to remember that the first party ever given in the College was a Christmas party, when the faculty entertained the students around the huge Christmas tree decorated with tinsel and tiny balls of cotton. Mrs. Guth's tree of yesterday and Mrs. Robertson's tree of today carry forward the tradition begun by that tree at the Christmas season of 1888. Until the mid-nineties the faculty entertained the students with a reception just before Christmas, and there were teas, dinners, and receptions in the residence halls just before the holidays. For a number of years the December number of *Kalends*, sometimes in a special cover, was a Christmas number, with stories, poems, and essays on the Yuletide theme.

In the organizations and clubs of that early time also Christmas was observed. The College Settlements Chapter sent a Christmas box with dolls, toys, and books to the Philadelphia settlement;²³⁶ the Maryland Club gave a Christmas party for the twenty girls who remained in the halls during the holidays.²³⁷ But it was the Schiller Kränzchen that year after year had the most charming Christmas party on St. Nicholas' Eve. Often the good saint himself appeared, and from his bag handed out presents, and occasionally switches, each with a clever, witty, and appropriate verse. In recent years, too, the language clubs—the Spanish Club as well as the German—have entertained the students with Christmas parties.²³⁸

More than twenty years ago the gracious custom of singing Christmas carols early in the morning in the residence halls was begun and has continued ever since. Usually it has been the upperclassmen who have sung to the freshmen. The Class

of 1917, in their sophomore year, started the custom of serenading the President of the College who was also their honorary member. On a clear, cold night in December, they surprised Dr. and Mrs. Guth with the sounds of Christmas carols from the garden back of their house, and then amazed them still further by filing in, each girl bearing a little basket of refreshments. In recent years the serenading has been early in the morning—before daybreak. At the Christmas season in 1934 “the Gimle and Mardal girls got into caps and gowns at five thirty (yes, A. M.!) and with lighted candles serenaded President and Mrs. Robertson.”²³⁹ Sometimes after the carol service, the students have serenaded not only the President but also the Dean, the Student Counselor, and at times some special friend of the College.

In 1913 Agora arranged the first all-college celebration at the Christmas season by reproducing as faithfully as possible, in the central pavilion of Goucher Hall, a sixteenth century Yuletide evening of jollity as presented by the servants and plow-boys of a Tudor castle for the lord and lady and their guests. The next year they gave for the student body, faculty, and friends Dickens’ *Christmas Carol*. The following year, in Catherine Hooper Hall, they had again an old English Christmas festival, with a pageant, a Morris dance, and two old English plays: *St. George’s Play* and *The Second Shepherd’s Play*. After the singing of carols by the whole group, one of the cast, as a hobby horse, galloped around among the audience and offered stick candy for refreshment. For some years the same general plan was followed, and a Christmas play and pageant was presented by the dramatic association until the late twenties. But by this time the chief interest of the whole college at the Christmas season was centered in the Carol Service, which had originated in 1919. This service remains, to this day, one of the best loved of Goucher customs, standing firmly on its own merits, and never questioned in the scrutiny of traditions. It was first held on December 16, 1919,

a few weeks after the first Thanksgiving dinner, which it resembled in being something in which all Goucher heartily joined, but from which it differed in being simple and quickly arranged. The idea was suggested by Mr. Willard, the organist, and developed by Mrs. Low, the music director. The program consisted of an organ recital, and carols by the whole group, carols by classes, and carols by the choir. Everybody was invited, and "it very pleasantly turned out that a good proportion of everybody came."²⁴⁰ Ever since large audiences have enjoyed this service. It has never lost the simplicity of the true Christmas spirit, though more difficult music has been sung, sometimes with instrumental accompaniment. The chapel has been decorated with fragrant fir trees and illumined by candle light.²⁴¹ The students speak of "the unbelievable peace and beauty of the Carol Service"²⁴² that will "live forever in our memories."²⁴³ Not even the pre-Christmas examinations under the New Plan have changed it, except that it is held a week earlier.

Christmas Vespers the last Sunday before vacation, with carols and a talk appropriate to the season was held for many years. Dr. Van Meter, Dr. Goucher, Dr. Noble, Dr. Guth have all spoken in bygone days. The first year of his presidency Dr. Robertson talked about Nicholas, the Patron Saint of Scholars. There have been outside speakers too, and in recent times among them have been Dr. Thomas Guthrie Speers, Dr. Parkes Cadmon, and Dr. John Rathbone Oliver.²⁴⁴ Since the custom of having a Sunday evening meeting around an open fire in Glitner or Fensal has grown up, the December Fireside begins the Christmas observance at the College. At these Christmas Firesides the speaker for many years, save in 1937, has been Dean Stimson.

President and Mrs. Guth chose the Christmas season the first year that they came to the College as the time for their entertainment of the seniors. Their Christmas Tree Party became an established custom in which the seniors found great

delight.²⁴⁵ It was held first at the President's home on Charles Street and later at the Alumnae Lodge. The guests of honor came attired as children, with curls, ruffles, gingham aprons, patchy overalls, or big straw hats, sometimes impersonating Mother Goose characters, sometimes Buster Brown or Little Lord Fauntleroy; and for one joyous evening of games and fun they forgot all about their seniority. There was always a lighted Christmas tree under whose branches were presents for all. In other administrations, too, there have been Christmas parties at the president's house, for the seniors, for the hall residents who were not able to go home for the holidays, for the carol singers. But none of these became a tradition like the Children's Party of President and Mrs. Guth. Moreover, President and Mrs. Goucher did their most important entertaining for the students at other times in the year—at the observance of College Day, in the spring, at commencement. During the present administration President and Mrs. Robertson have entertained in their home Goucher students by classes and in various groups at times when they might meet distinguished guests—Miss Amelia Earhart, Mrs. Harper Sibley, Mrs. Herbert Hoover, Mrs. Franklin Delano Roosevelt.

Sing Song, one of the most spirited interclass functions of the college year and one of the most important traditions of the winter term, has usually been held in February.²⁴⁶ Sing Song goes back to 1913 for its origin. Until that time the only sources for new college songs were Step Singing and the Glee Club Concert, and the repertoire of songs grew slowly. The Class of 1914, in its junior year, desiring to publish a new college song book for there had been no new edition since 1904, found few songs when it began to search for them. It therefore hit upon the idea of a contest among the four classes for prize songs, each class presenting "a serious and a comic song."²⁴⁷ The first Sing Song was held in the old college auditorium, at a meeting of the student body sitting by classes. Each class, rising in turn, sang its two songs before a committee

of judges.²⁴⁸ The two prize songs went into the new song book, and so popular was the contest that its continuance was fostered by various college organizations.²⁴⁹ Its original form was followed for two years and then, taken over by the College Spirit Committee, it was combined with a play or a masquerade party and held in the Catherine Hooper gymnasium. For the song contest the classes gathered beneath their respective banners in the four corners of the gymnasium and sang their songs in turn. Within a few years Sing Song filled the whole evening, and by 1921 elaborate decoration of the four corners of the gymnasium had developed. In the years since there has been a cycle of gradually increasing elaboration, followed by a return to simplicity, with only a background of class colors. In 1928 there were two innovations: the songs were sung from a platform erected in the middle of the room, instead of from the corners, and the classes made a formal entry into the room. Through the years the number of songs has varied. At different periods, to the "hit" and serious songs have been added songs to the honorary member, to the alumnae, to the sister class.²⁵⁰ In recent times one of the old college songs has been sung by each group for comparison. After the classes, one by one, have sung their songs, the judges retire, and during the time while they are estimating the points based on excellence, on form, tone quality, original words, and music, the whole audience sings prize songs of former years and other college songs. And finally, when the Dean, after a teasing introductory speech, announces the winning class, there is wild excitement. The prize goes more often and naturally to the seniors, but there have been times when the sophomores and the juniors have won first place. Some of the most popular college songs have made their first appearance at Sing Song, among them "Far over the Misty Hills," "The Way We Work and the Way We Stew," "Goucher, We Stand Before a Door."

During the winter term the students had time to enjoy the pleasures of Baltimore—concerts, theatres, and lectures, on

the one hand, and walks out Charles Street, trips to the market for sticky buns, and visits to the movies on the other. But with the coming of violets in the Gimle garden, robins on the Bennett lawn, the street corner flower vendors, or the Good Humor man, their whole attention has been absorbed by events on the campus. The busiest part of the college year is at hand: room-drawing, seniors seeking jobs, if they are not buying silver, special chapels, junior-senior banquet, May festival, boat rides and plays, proms, G night, and, climax of all, Commencement Week, Senior Week.

In the latter part of the college year, there have been some chapel services of special interest to the students. In Dr. Goucher's administration, just before the spring recess, the names of those who had won scholastic honors were announced at chapel. In 1904 this list included, for the first time, the recipients of fellowships and special scholarships.²⁵¹ Today "the most exciting chapel of the year" is that at which is read the list of seniors elected to Phi Beta Kappa.²⁵² In the twenties there was organized by the students a society of "Also Rans" made up, at first, of those who had just missed election to Phi Beta Kappa,²⁵³ but later composed of seniors not elected to the honorary society who have been leaders in campus activities.²⁵⁴ A few days after the Phi Beta Kappa announcements they file into chapel wearing their insignia. Each wears a huge key—originally an immense metal door key, recently a key cut out of cardboard—and a corsage, often of paper flowers. In its later form, Also Ran, with its mixture of burlesque and serious appreciation of service to the College, has satisfactorily filled the place of the more serious and ambitious honorary society, Sigma Zeta (Service and Spirit), which, though popular at the time of its inception, flourished for only five years, from 1924 to 1929.²⁵⁵

For a number of years the last chapel attended by the seniors, Senior Chapel, has been specially observed. It developed early as a formal ceremony, being well established at the time

of Dr. Van Meter's acting presidency. In 1913 the seniors, wearing caps and gowns over their white frocks, formed in line on the bridge and, led by their president and vice president, filed into their last chapel service. After an address by Dr. Van Meter, marching under their class banner held by their president and vice president, they went out singing "Lead On, O King Eternal."²⁵⁶ The following year the honorary member of the class had a part in the ceremony,²⁵⁷ and the next year Professor Robert M. Gay, honorary member of 1915, by addressing the class, inaugurated a new custom.²⁵⁸ In more recent times there have been effective additions to the ceremony, in the singing of the classes and the changing of the class colors.²⁵⁹

The oldest continuous tradition at Goucher College is the junior-senior banquet, which started in 1893. Even during the war, when most activities were laid aside, this custom was retained, and though the menu was reduced to a dessert course, the food was not missed in the inspiration of the songs, speeches, and fine fellowship.²⁶⁰ 94's entertainment of '93 was held in Goucher Hall, June 9, 1893. The president's office was used as a reception room, and in Room 14, decorated with palms, the college colors, and daisies, the class flower of '93, covers were laid for twenty-four.²⁶¹ Music was furnished during the evening by Iula, an Italian harpist. There were toasts at that first banquet—three of them: "The Class of '93," "There lives a man, where is he?" and "Precedents." Soon a classroom was too small a place for the banquet, and it moved out into the central pavilion; in 1924 it was transferred to Catherine Hooper gymnasium, and in 1929 to the Maryland Casualty Building, where it has been held ever since. In these latter days songs and elaborate toast schemes have been given up, but the affair is brilliant in its own way. After brief speeches of welcome and response, distinguished guests from outside make the addresses of the evening; in 1935, Miss Lizette Woodworth Reese and Professor Lascelles

Abercrombie; in 1936, Professor Gilbert Chinard; in 1937, Mrs. Harper Sibley.

Another important college tradition, followed for more than fifteen years, and coming at the very threshold of the final month, is May Day. It was first observed in 1920 at sunrise on Fensal court.²⁶² From the "secret depths" of Vingolf, the veiled queen, in a chariot of yellow, drawn by two nymphs, was borne across the campus to her throne.²⁶³ After a moment of suspense the veil was withdrawn, and the choice of all for May Queen was disclosed—Christine Dann, '20.²⁶⁴ To the music of violins the nymphs danced before her, pages crowned her with a wreath of wild flowers, the chorus sang in her honor, and then the chariot bore her away. The next year the weather was not kind. The May Day festival was "washed from the Campus" and was celebrated in Gimle—"Gimle-on-the-Charles," as the *Goucher College Weekly* put it.²⁶⁵ This observance was unique in that a red-haired maiden was chosen as queen—Margaret Fishback—and the taboos of the Titian Tints were respected. Not only were pink roses and red streamers barred from any part in the ceremonies, but a vigilant Board of Censors, stationed at the entrance, removed all vestiges of offending colors from the audience.

With the purchase of the Towson campus, the May Day festival was moved there, and in the lovely natural amphitheatre by the side of Donnybrook, a more elaborate program was staged. In 1925 a pageant, "The Green Spring Lady," based on themes connected with Maryland history, was presented. It was intended that the pageant should be continuous from season to season in a four-year cycle, repeated again and again. But somehow the sober spectacle of Margaret Brent and her struggles for civil liberty seemed to the students out of harmony with the joyous abandon of a May fete, and after two years the plan was given up, though, in honor of the tercentenary of the founding of Maryland, "A Vision of Maryland" was given in 1934. Greek and Norse

mythology, English and Irish fairs and revels have furnished the programs, and occasionally a play has been given: *Pandora's Box*, Alfred Noyes' *Robin Hood in Sherwood Forest*, and a fantasy, *Midsummer's Eve*, among them. Since its organization, the Dance Club has had a part in the festival. In 1929 the May Pageant and a Dance Revel brought to the Towson campus all the loved characters of fairyland; music, dancing, lovely costumes, the beautiful setting weaving a magic spell.

An important part of the May Day festival has been the crowning of the queen, whose identity is a closely guarded secret until May Day. It is before her and her attendants that the revels take place. Not only is there the formal program, but on many occasions games, fortune telling, and puppet shows have filled the time before the picnic supper and the return in buses to the College.

Of more ancient origin than May Day is the tradition of boat rides. Very soon after the opening of the College the students in the residence halls discovered the charms of a sail down the Bay, and in the spring and the fall small parties enjoyed trips on the regular boats. In other forms, however, in the nineties, the lowerclassmen had entertained their sister classes. In 1894 the first party given by the sophomores to the seniors took the form of a coaching party.²⁶⁶ In 1895 both freshmen and sophomores entertained their sister classes, the latter giving a minstrel show for the seniors, and the former, for the juniors, a costume party at which each guest represented a spring flower.²⁶⁷ The following year occurred the first class boat ride, when '99, in their freshman year, entertained '97. It was held on a Monday afternoon, the steamer Emma Ford was chartered for the occasion, an orchestra furnished the music, and refreshments were supplied by a caterer.²⁶⁸ Their example was not followed, however, by their immediate successors, and to 1904, in its freshman year, belongs the credit of establishing in the spring of 1901 the freshman-

junior boat ride.²⁶⁹ Since then, with few exceptions, this tradition has been followed by the freshmen.

It was not until 1906 that the sophomore entertainment of the seniors took the form of a boat ride. Previous to this time they had entertained their sister class with outdoor plays. In 1906, the class of 1908 carried along the sophomore tradition of dramatics and combined it with a boat ride when they took the seniors on a "Trip to Europe" with a German band and German officers to lend color on the boat, and scenes from *Die Meistersinger* for entertainment on shore—this special emphasis being given in compliment to Dr. Froelicher, honorary member of 1906.²⁷⁰

The following year *Hiawatha* was presented by 1909, somewhere down near Stony Creek shore. The audience was prepared for the success of the performance by a fitting introduction, for said Dr. Froelicher: "The poetic effect of canoes, filled with war-whooping Indians shooting out from under the shore shrubbery of the quiet little bay, as our steamer slowly moved in, is unforgettable."²⁷¹ And thus was established the sophomore-senior tradition of boat ride and play, which, with few omissions, mainly during the war, has continued until the present. Some time later the freshmen, too, gave a play in connection with their boat ride.²⁷² And so, for several decades, it has been a spring custom to go riding down the Bay for a couple of hours, land at some pleasant place, often on one of the little rivers, and after the play and supper on shore, to come sailing back. For many years, when the "Kitty Knight" or the "Stony Creek" was used, the boat rides were on successive weeks; later on separate boats, to different destinations, the whole college went boating the same day. Now the whole College goes boating on the same boat on the same day. Always there have been lemons to be sucked through the intervening peppermint sticks, and often the pound boxes of candy (at one time not to cost more than thirty-five cents) presented by the hostesses to their guests. In connection with

boat rides the honorary members have been especially helpful in coaching the play beforehand and in furthering its production at the time. "It was then," says 1918, "we learned that Dr. Kellicott had become an actual comrade—what with raking and weeding the 'stage' in his shirt sleeves, carrying out boxes to build the throne, and constantly giving the best suggestions in his quiet, encouraging way—all of us put together could never, never be quite grateful enough."²⁷³ Nor will 1922 ever forget how Dr. Curtis, toward the end of their play, in the face of an approaching storm, held "up a large section of chicken wire scenery which threatened to topple over, literally bringing down the house."²⁷⁴ Students of long ago agree with students of today in thinking that boat rides "are probably more fun than any event in the college year."²⁷⁵

At all periods of Goucher history, on the social calendar toward the end of the scholastic year, proms have had an important place. Early and late they have been alike in many of their attractive features—but they have differed widely in one important detail. In the old days proms were just that—promenades. Around and around the young women and their escorts walked, stopping now and then to talk and to change partners; but, because of the strict rules against it, there was no dancing.

In the early years, now and then, there were proms given by classes. The first, probably, was held in 1895, when the senior class with its twenty-four members had a prom for which they sent out two hundred invitations²⁷⁶ but the great promenade of the early times was that given annually by the Southern Club. It was perfect in all of its appointments and was considered the most distinguished social affair given by any student group. At first all the undergraduates were invited, but as the College increased in numbers, only the seniors were given this privilege. It was held in Goucher Hall. In the most conspicuous place, and never absent, were the United States and the Confederate flags.²⁷⁷ The music

appropriate to the occasion consisted of southern airs, *Dixie*, of course, chief among them. With all of its distinction, however, it had one lack: "they won't let you dance."²⁷⁸

With the dissolution of the Southern Club in 1917 proms departed from the social life for a time, but not for long. To the seniors of 1919 the crowning event of the year was the long desired prom. It was held on May 16, in Catherine Hooper gymnasium,²⁷⁹ which could hardly be recognized in its gay decorations, for "by the aid of dogwood trellises, snowball plants along the wall, and dense banks of palms half hiding wicker chairs it was transformed into a veritable bower of green and white. The garden setting made a very attractive background for the crowd of dancers." Yes, dancing was allowed with the revival of this old custom. The next year, 1920, there was not only a Senior Prom, but the night following, a Junior Prom. In 1923, the freshmen and sophomores initiated the custom of a tea dance in honor of their sister classes. Proms moved off the campus in 1926 to such places as the Maryland Casualty Building, L'Hirondelle Club, the Chesapeake Club.

With commencement week is associated the tradition of step singing. This custom began back in the nineties. In 1899, beginning on May 25, the seniors for two weeks assembled every evening on the steps of Goucher Hall to sing class and college songs.²⁸⁰ Singing every evening or almost evening for the last two weeks was in vogue for about twenty years. In the early twenties it was reduced to five nights, then to four, and in recent times to three. At first summer frocks of any kind were worn, but as time went on, a regular plan was followed: for the first night, white frocks, sometimes with class colors in ties or corsages; for the second night, pastel frocks; and for the last night, caps and gowns. Many wearying hours of writing and of practicing have gone into songs for step singing, but the seniors have thus a chance to praise their favorites, and to sing of the ideals of their Alma Mater. In

the audience on the lawn of Goucher Hall are faculty, friends, alumnae, family, and underclassmen, the group growing in numbers as the final night is approached. The last night of step singing has been the most impressive, and the other classes, too, have part in it—the sophomores with the daisy chain; sophomores, freshmen, or juniors²⁸¹ with the rose petal ceremony; and the juniors in taking the places of the seniors as they march out into the “wide, wide world.”

Daisy chain has been the special tribute from the sophomores to the seniors. It was first offered in 1905, but on another occasion, the seniors, seated for their Loving Cup service on the Goucher lawn at the end of commencement day, were encircled by a daisy chain held by the sophomores.²⁸² In 1907 the sophomores, bearing a huge daisy chain, formed an aisle, through which the seniors marched to the platform for Class Day exercises.²⁸³ In 1911 the sophomores carried the daisy chain at the last Step Singing, practically as it is done today, and since 1913 this tradition has been followed continuously.²⁸⁴ All day long, with scissors and scythes and yards of string, the sophomores work, some of them gathering the daisies out in the country, often from the Towson campus, and others working on the Bennett lawn, weaving the flowers, under Harriet's expert guidance, into yards and yards of chain.²⁸⁵ At twilight, bearing the daisy chain on their shoulders, they form a double line, through which the seniors pass from their last step singing. As the night falls, the seniors sing their last song to Alma Mater, and from the portico above rose petals fall softly from the hands of underclassmen, as they sing the rose petal song.²⁸⁶ This custom began in 1912, and the Class of 1914, in their sophomore year, wrote the song. The idea was suggested by Dr. Froelicher. A few years before, in Rome with a party of Goucher students, he was present at the anniversary celebration of the Church of St. Mary of the Snows. In the midst of the ceremonies myriads

of white rose petals, symbolic of snow, floated down on the people. From that source came this tradition.²⁸⁷

Their last step singing over, the seniors march down, and the juniors take their place, singing their first step song. The seniors walking down the path are followed by the sophomores.

On an earlier evening, after step singing, for many years there was a Glee Club concert in honor of the seniors. Later this gave way to plays—boat ride plays or class plays repeated, or new ones presented by Agora or by Masks and Faces. Another evening was rounded out with Lantern Chain, followed for some years by Funeral Pyre.

Lantern Chain, called the "most colorful event" of commencement week was for a long period the gift of the freshmen to the seniors. It was started by the Class of 1903 and given by them in their first year to 1900.²⁸⁸ In that first ceremony, "in cadence with the band," the freshmen, dressed in white and carrying Chinese lanterns, marched up Maryland Avenue and on to Fensal Court, where they formed many intricate figures, among them '1900'.²⁸⁹ Because of its "novelty and beauty," it was considered one of the most successful entertainments of the season. There were some variations in the next few years: in 1901, the Class of 1904, dressed in graceful Greek garments, carried torches, and, as they marched, sang a Greek Ode, after which, with colored lights thrown upon them, they posed as famous Greek statues;²⁹⁰ in 1904 the sophomores gave the Lantern Chain on Goucher lawn the evening of Southern Prom.²⁹¹ But within a few years the freshmen became the permanent custodians of the tradition; the lanterns were of solid colors, half of the freshmen color and half of the senior, and Fensal Court became the fixed place of the ceremony. The variations from time to time have been in the figures formed by the lights, and these have been both ingenious and beautiful: numerals for classes, initials for honored members of the Goucher family and for faculty

sponsors, together with special figures—one year a diploma tied with a blue ribbon, which disappeared, as the diploma unrolled; another, the lovely lines of a full rigged ship; again, Aladdin's lamp, beautifully burning, in recognition of the motif of 1929's Donnybrook tribute to the seniors; once, a yellow primrose emblem of the royal house of Cleland.²⁹² After winding and unwinding for about half an hour, the lights pass slowly out the gate and disappear in the darkness, as from a distance there comes the sound of a farewell song.²⁹³

From 1915 to 1932, after Lantern Chain, the seniors had a Funeral Pyre on which they burned the "hates" of their college days. The Class of 1915, however, did not initiate the custom, but merely revived an old one. The Class of 1894 had the first funeral pyre, on which was burned the one book over which they had groaned in their sophomore year—Professor Lounsbury's *History of the English Language*. At twilight of April 1, 1892, after examination on the subject was safely over, these sophomores, in cap and gown, with muffled drums and dirges, marched to the tennis courts, and after orations, reduced Lounsbury to ashes.²⁹⁴ Several years subsequently another book came in for special wrath—Fowler's *Logic*. This was burned in 1897;²⁹⁵ and again in 1899, when logic was withdrawn as a required course, the book was cremated with more elaborate ceremony.²⁹⁶ Later the custom fell into disuse until it was revived by 1915, whose example was followed by seventeen successive classes.²⁹⁷ Out of the darkness, after the freshmen had departed with their lanterns, flames sprang up in Fensal Court, and the seniors, in collegiate costume, gathered around a huge bonfire, chanting a dirge as they marched. Beginning with the president of the class, the roll was called, and each member cast into the flames the textbook and notebook of her most detested course. As time went on other hated relics were added: alarm clocks, drug store lunches, black stockings worn in gym, the "Sess" table leg a student had never been able to evade, a recalcitrant chemical

experiment which leaped up in colored flames, "Baltimore weather" poured in the fire from a miniature sprinkling can. The ingenuity required to find an unusual "hate" became yearly more taxing. Finally, by an almost unanimous vote of the seniors in 1932, Funeral Pyre was given up for that year, and, little regretted, the custom has never been revived.

At all periods in Goucher history there have been garden parties at commencement time. In June 1892, in honor of the first class, President and Mrs. Goucher gave the first Alto Dale Day, described in Chapter III, and for many years thereafter faculty, seniors, and hall students were entertained at their lovely country home near Pikesville.²⁹⁸ From 1914 to 1919 this party was omitted,²⁹⁹ and in 1921 it was held for the last time.³⁰⁰

Succeeding presidents have also entertained out of doors at commencement: supper in Gimle garden, and teas and receptions on the lawn of Goucher Hall have been the means through which gracious hospitality has been extended to the seniors and sometimes to their family and friends.

There have been other garden parties, too, held, but for a single time, the most distinguished being that given by Mrs. Hoover at the White House to the Class of 1932. The seniors, in festive attire, journeyed to Washington in two chartered buses, with a special police escort. Mrs. Hoover greeted each guest personally, and after tea and cakes, the students strolled about the terrace or up and down the paths of the garden.³⁰¹

The juniors, not content with entertaining the graduating class at the junior-senior banquet, have, since 1919, also given a garden party in their honor during commencement week. The first was held on Fensal Court, made attractive with wicker chairs and tables adorned with baskets of roses.³⁰² Goucher lawn, however, furnished more shade than Fensal Court, and Goucher Hall was a closer refuge in case of storm. So the Junior Garden Party soon moved there.

Class Day for many years was an important event of Com-

mencement Week. The first class, on June 8, 1892, began the custom with a program of the usual type. The Class of '94 followed the example of '92, and the tradition, followed in this form for about twenty years, was established. Of course, there were additions, among them a Charge to Faculty and Undergraduates, a Good Day, and the presentation of a Class Gift. The Class of '96 began the custom of illustrated prophecies. Great ingenuity was used by subsequent classes in trying to devise an original variation on this theme, 1904 having its pictures with a European background. But chapel on a warm day in June arranged to exclude the light was not a comfortable place, and this detail, so entertaining for a while, was given up. The Class of 1911 asked permission to give their senior play, *A Midsummer Night's Dream*, out of doors, with the understanding that Class Day exercises should no longer be a public function. Traditional Class Day had passed. Its observance became a matter for each group to plan in its own way. Succeeding classes held their exercises in various places; the Y. W. C. A. Recreation Grounds at Walbrook, Alto Dale, the home of some member of the class, the banks of the Magothy, the Towson campus. One Class Day dealt with in Chapter VI—that of 1921—is of special historical significance; then for the first time seniors of Goucher College “camped upon the Campus” at Towson. Sometimes they gave a play, sometimes a parody of their class plays, sometimes a history or prophecy in dramatic form. Finally, in the early thirties, as there seemed no further need for Class Day, it was given up.³⁰³

To the seniors of 1896 belongs the honor of starting the custom of presenting at graduation a parting gift to the College. This tradition has been followed by every class since, and for many years the presentation took place at the Class Day exercises. The gift has taken many forms, among them: books, pictures, refurnishing of a classroom,³⁰⁴ endowment policies to mature in ten years,³⁰⁵ stained glass windows

in the College Library, when it was located in the northeast room on the second floor of Goucher Hall,³⁰⁶ a curtain of dark blue velour with a band of gold for the stage in the auditorium,³⁰⁷ bronze bas reliefs of Dr. Goucher³⁰⁸ and of Dr. Froelicher,³⁰⁹ an oil painting of Dr. Van Meter,³¹⁰ the president's chair used at commencement,³¹¹ and since 1931, funds for student scholarships and loans.³¹²

Connected also with Class Day, for a long period, was the custom, begun by the first class, of ivy planting. In this ceremony, through an oration and a song, the class bade farewell to Alma Mater. Started in 1892, it was continued, with few exceptions, until 1922, when there was substituted for a few years tree planting on the campus. With one exception, all of the ivy was planted around Goucher Hall: in honor of Dr. Welsh, its honorary member, the Class of '98 planted its ivy, brought from Melrose Abbey, by the side of Bennett Hall. From near and far came the ivy used in the planting: from Dr. Guth's garden, from Alto Dale,³¹³ from Mt. Vernon,³¹⁴ from Malmesbury Abbey,³¹⁵ from the grave of John Wesley,³¹⁶ from Oxford,³¹⁷ from Newnham College,³¹⁸ from Heidelberg.³¹⁹ The class of 1899 started the custom of having the class numerals cut in the stone before the planting. Some of the early ivy songs were of special merit; one of them, "Our college walls are not o'ergrown," was used for many years on numerous occasions.³²⁰

Not all the ceremonies of Commencement Week have in them the element of farewell to the seniors; there is one which seeks to welcome them into the group which has already gone out from Alma Mater—the alumnae. The first class only had no such welcome: 1892 arranged a commencement luncheon for 1893, receiving them thus into the group of graduates. It was after that luncheon that the Alumnae Association was organized, a constitution adopted, officers chosen, and the first alumnae trustee elected. For many years the luncheon or dinner of the Alumnae Association at its annual meeting

was given in honor of the graduating class, with a toast to the seniors and a response by their president. With changing customs in the alumnae meeting, the form of welcome has varied. When the alumnae picnicked on the campus, the seniors were invited there; since 1932 a dignified ritual has been set up at the close of the alumnae meeting.³²¹ The seniors are welcomed by the president of the Alumnae Association, to whom the class president responds. As they march out, a copy of the address, tied with the college colors, is given to each member.

During commencement week the President and his wife act as hosts to the graduating class on two occasions. It has been their custom for some years to entertain them at a breakfast or luncheon immediately following the commencement exercises. In recent times President and Mrs. Robertson have included the trustees in their list of guests. On commencement night or, more recently, on the evening before, they give a formal reception in honor of the graduates and their friends.

For nearly twenty years, during which the reception was given on commencement night, after the guests had departed and the graduates and their honorary member were alone, the ceremony known as the Loving Cup Service was observed. It was started by the Class of 1904 and was at first a final pledging of friendship to each other and to the class sponsor, to whom the cup was presented.³²² In about ten years it had become the occasion when engagements were announced, and more and more forms developed in connection with these announcements. In 1929, when the cup reached a graduate, she announced "not guilty" if she was not engaged; "guilty" if she was. Tradition required that the "guilty" one step to the center of the rectangle and answer truthfully all the questions put to her. The beauty of the service was gone, and the Class of '32 did away with the tradition.

Within twenty-four hours after commencement day has passed the last trunk has left the residence halls, and the college year is at an end.

GENERAL CHARACTERISTICS

Although the College has not had a large enrolment, the wide interests of its faculty, its favorable environment, in the midst of Baltimore and not far from Washington and Annapolis, the wide geographical distribution of its students, the far-flung lines of its alumnae, living in all parts of the world, have kept it too much a part of the larger life outside for it ever to seem small.

Very soon after the College opened the proportion of students from Baltimore to those from afar, as has been mentioned before, settled to figures that have been maintained for most of the years since: about one third from Baltimore and two thirds from outside the city. Maryland, including its chief city, has furnished about forty percent of the students. The majority of the remaining sixty percent have come from the Middle States; Pennsylvania, New York, New Jersey, and the District of Columbia, in the order mentioned, have furnished the largest number. The next largest number, and in about equal proportions, have come from the Southern States and from the north central group. About one sixth as many as in the two latter groups have come from New England. From the northwest and the Pacific coast, through most of the years, there have been also a few students. Beginning in 1896-97, save for one year, there have always been students from foreign countries, among them nationals from the Orient, India, China, Japan, Siam, and Korea. In 1937-38 there were seventy-seven alumnae and thirty-four non-graduates living in thirty-seven foreign countries. An interesting study of national origins, as revealed in names, has been made from the

recently published directory of alumnae.³²³ Consideration of the entire list shows "that most of the students have an English, Scottish, Welsh, or North of Ireland family tradition closely related to the history of settlements in Maryland and the South."³²⁴ With about half of the student body coming from states south of the Mason and Dixon line, the College has had a distinctly southern atmosphere, with southern graciousness and charm in all of the social life of the students, and a southern cordiality and good fellowship in its management and in the student spirit.

Although it is in no sense denominational or sectarian, there has been in the College, as in the other colleges devoted solely to the higher training of women, a definite religious emphasis. With changing times it has expressed itself in varying forms, but at no time has the stressing of spiritual values and the fundamentals of religious faith been absent. Through the chapel services, through the Christian Association in its varied activities, through discussion groups on religious problems, the students have kept mindful of this side of their life. Practically all of them have come to college with definite religious affiliations. Before 1925-26 the average was three or four students stating no such connection; since that time the average has been seven or eight. Protestants of thirty-eight denominations, Jews, Roman Catholics, and one Buddhist have been enrolled. As would be expected in a college that owes its foundation to the Methodist Episcopal Church, the students affiliated with that denomination have, in the course of the half century, outnumbered those of any other, with adherents of the Presbyterian and the Protestant Episcopal denominations filling second and third places.

The student life of Goucher has been greatly enriched by the location of the College. Most Goucher students have been aware of the charm of Baltimore, have loved it, have felt the value of living in a city differing from many in its outer aspects, its traditions, its social life.³²⁵ They have appreciated the

unusual opportunities offered by its well organized social agencies, its libraries, its conservatory, its museums and art school, its churches, and the close contacts with its great University. To Goucher students Baltimore has always been cordial. Not long ago an undergraduate reporting to the New York Club spoke of Baltimore as a city of "friendly people,"³²⁶ and in the very early days, on Class Day, Emma Hemingway, the class president, said, "The sweet cordial influence of the old town will spread with '97 far over the land. The map of the city will be for us a number of streets near to. . . some houses we know, the car lines but convenient connections that would take us always to the same warm welcome."³²⁷ For all that Baltimore has done for out-of-town students in their undergraduate days,³²⁸ the Goucher alumnae living in the city have been privileged to repay, in part, by their devotion to its civic, social, educational, and religious welfare. To undergraduates Baltimore is a charming donor; from Goucher alumnae she is a gracious recipient.

As a part of the environmental influence must be included not only Baltimore, but also Annapolis, close at hand, and Washington, not far away. The beauty of the Annapolis water front, its fine trees, its attractive colonial houses, as well as the many interests of the Naval Academy, have made it a fascinating place for Goucher students, a place to which, in the strict early days, they journeyed under careful chaperonage only a few times a year, but to which in more liberal times, they go often for week-ends. From Washington have come to the College, men and women in important government posts to lecture and to be entertained. Students have gone to Washington for work or pleasure or a combination of both. They have gone for the inauguration, for meetings and conferences, for study in the Congressional Library, for work in the various museums. Shakespeare classes have visited the Folger Library and Museum, biology groups have gone to the National Museum to study fossil animals and plants; physics

students, to the Bureau of Standards and the National Academy of Sciences; economics students, to the Department of Labor building;³²⁹ art students have gone en masse at cherry blossom time; Spanish students have visited the Pan-American Union, the Spanish embassy, the Lima Library at the Catholic University, and they have drunk maté with representatives of Spanish and South American governments or had dinner at Spanish restaurants.

Goucher students have lived in an academic world vitally joined to its surroundings, but they have also had a life apart, for while the students have profited by the many opportunities not far from their college, they have also known how to enjoy many things just among themselves. The significant feature of their social life is that it is made up chiefly of events planned by the undergraduates for their own benefit and enjoyment, in which only the faculty, students, and occasionally the trustees, participate.

The statistics of the alumnae in relation to marriage are due doubtless to this interesting characteristic of student life. In the latest directory is the record that 53.11 percent of the alumnae are married.³³⁰ In characteristic fashion, Margaret Fishback, '21, comments on the circumstances that produce such figures: "Whatever the other women's colleges may do to stunt the spiritual growth of their offspring, Goucher manages to turn out a product that gets along with the boys. . . . The bulk of the girls marry within five years of graduation. . . . The reason there is so little lopsidedness in the Goucher graduate is largely due to the fact that her life in college is so normal. . . . No girl going there cuts herself off from the lovely outside world entirely. . . . There are no long arid stretches between holidays when students are made to feel they have taken the veil."³³¹ They have never been cloistered in their halls of learning, oblivious of what was agitating feminine hearts outside. They have *lived* while they have been learning.³³² In the stricter days when the College first

opened, the matrimonial figures were not so high, and the undergraduates had some concern. The "grind" for the alumnae in *Donnybrook Fair*, 1897, was:

"Why don't the men propose, mama?
Why don't the men propose?"

In 1895 there was a club of ten members, called the Matrimonial Tontine Benefit Association. Its illustration in *Donnybrook* was a picture of a haughty maiden in cap and gown, with her foot on an unhappy-looking cupid.³³³ By 1898, however, whatever inhibitions there were had been removed, and the organization named "The Maiden Alliance" had as its illustration cupid captured with ball and chain.³³⁴

In leading their perfectly normal lives, Goucher students have also learned adaptability and have gained the grace of knowing how to get along with others. With the same pride that the College points to the high percentage of marriage among the alumnae, it points to the low percentage of divorce, only ninety-three hundredths of one percent.³³⁵

It was fortunate that at the Woman's College of Baltimore the forces at work produced normal, well-balanced women, for though it was founded too late to be a part of the great pioneer struggle to gain for women the rights and privileges of a college education, it did have to demonstrate to its locality that the gain of one good did not necessitate the loss of other things equally good. That the college woman had not yet comfortably settled into her place in the community we find evidence in the addresses on Class Day of two early class presidents. In 1897 Emma George Hemingway said:

A college girl—what is she? . . . Why should we be set aside as a curious species to be studied and discussed as one of the end-of-the-century phenomena? Newspaper writers at a loss for a subject never weary in their endeavor to classify us by our peculiarities; to account for us, even; to find our cause in the conditions of the age. What is there queer about us? Hear some of the headings of articles written about us: "How the college girl

walks," "How the college girl talks," "Freaks from college," "Academic violets," "A college girl's duty to her brother," "The college woman versus the society woman"—where are the two incompatible? The queries, too, are amusing: "Is a college woman always amenable to reason?" "Is a college girl susceptible?" "Do college women marry?" "Does a higher education unfit a woman for cooking?" "Will a college girl flirt?" "Will a college woman rule her husband?" Don't ask such questions. College does not change, it develops us—it is not the new woman we emulate, but the true woman. We shall not set to work to twist you and the rest of the world into harmony with ourselves. . . . Some of us in our early youth may have evinced a desire to play with the spheres, but there are occasions now when we are equally content to toy with our fans.³³⁶

And Nellie Snowden Watts (Mrs. Irving Marshall Clark) in 1905 spoke thus:

The day has passed when the college woman was looked upon with horror; but she is still in some parts of our country looked upon with curiosity, and the time-worn word "strong-minded" has not ceased to be applied to her.³³⁷

It helped in the general recognition and acceptance of college women that the program of the Women's College of Baltimore produced graduates who could be characterized in the words used by Mary Conner (Mrs. William Van V. Hayes), class president of 1900, on her Class Day: "The aim of our four year course has been to develop all-round symmetrical womanly girls—girls mostly trained to think clearly, to love the good, to choose the right."³³⁸ Virginia Potter, '31, represented Goucher "personality" when she was chosen to speak for college women at the N. E. A. Conference, June 1931.

In undergraduate days certain ideals, intellectual as well as social and ethical, have been so impressed upon the students that in after life, taking them by and large, these traits show themselves. President Robertson, in his statement at commencement, 1931, told the story of a graduate of a western university who said to a Goucher alumna, "I'm going to send my daughters to Goucher. The Goucher graduates I know are not 'educated'; they have such curious minds; they want to

find out about things, and they know how to find out about things." The creative intelligence of the faculty has kept before the undergraduates the idea of a continual growth in excellence, a desire to realize to the fullest their individual potentialities. Their minds, therefore, are not finished with graduation, but are always searching, growing. Before Goucher students, too, has been kept continually the consciousness of the needs of the world about them, and they have thus been prepared to live richly and responsibly in a spirit of service to humanity.³³⁹ The fullness of the life at Goucher has produced a woman who is adaptable. A traveling secretary of the Y. W. C. A. once remarked to an alumna: "I travel over the country from north to south, east to west and always find that the college woman who most readily adapts herself to life, and the one who is most gracefully filling whatever position is hers is the Goucher girl."³⁴⁰ Thus has been fulfilled the ideal expressed by Dr. Goucher to a freshman class: "The aim of this college is to fit young women for the duties of life to which they may be called."³⁴¹ Further, in their undergraduate days, Goucher students have learned the art of working cooperatively with each other and with the Administration, a lesson which in their alumnae days, as President Robertson pointed out, in speaking at the annual meeting of the Alumnae Association, May 31, 1936, has brought about the happy relation between the trustees and the alumnae, the Alumnae Fund and the College, the Alumnae Office and the College, the Alumnae Council and the College.

In the policies of the College all through the years it has been the special goal to develop womanliness and symmetry. The aim so happily expressed by Dr. Van Meter in the early days, "the formation of womanly character for womanly ends," is still the aim of the College; and Dr. Robertson,³⁴² as well as Dr. Guth³⁴³ and Dr. Goucher,³⁴⁴ have held up the "all-round" woman as the ideal toward which they desired to direct Goucher students.

Though loyalty to the College has been a characteristic of the student body, they have not hesitated to criticise things that they did not like, but only on three occasions can there be said to have been any rebellion. Irritated by rules regarding costuming in plays and the presence of men at public exercises in the gymnasium, they staged March 29, 1895, the much-talked-of mourning exhibit, when all chair and table legs were covered and the girls appeared in chapel veiled. By this ridicule the atmosphere was cleared for more sensible regulations. Again, when rules made by the Board of Control for student conduct in Goucher Hall were offensive, they refused to obey them, and as a result the Students' Organization was started, and student-made rules governed many details. A third occasion of uprising was at the time when students in Vingolf Hall went on strike for "better food and a better cook." This strike was ended through the efforts of the Students' Organization, and a permanent committee was appointed, through which such problems could be settled in a more fitting way.

Goucher women have shown their loyalty by devoted service at all crises in the history of the College, in the campaign to free the College from debt, in the campaign to raise the first million for endowment, in the 4-2-1 campaign. They have shown an unusual interest in everything pertaining to the development of their college, though separated by time and distance. Some have chosen their Alma Mater for their daughters. There was rejoicing when the College was old enough to receive the first eight "granddaughters" in the fall of 1920. At commencement time in 1936 there were twelve Goucher granddaughters in the senior class, and the mothers of five of them returned for their own class reunions, as well as for their daughters' graduation.

There is a democratic spirit in the student body at the College. One contributory element has been a uniform price for rooms, with simplicity in their appointments. Once a

girl who arrived at college with five trunks was aghast when she saw the size of her closet. She and her parents complained to President Guth but found that she must adapt herself to conditions as they existed and that no special accommodations could be secured for her. At the end of her four years her parents said that learning to live a simple life on the same level as her companions had been one of her most valuable experiences at college.

It has always been the aim of the administration to encourage moderation in expenditures. In the college catalogue, 1926-27, President Guth, after advising parents to give their daughters a competent, but not extravagant, allowance, concluded: "To develop the habit of wise and not unnecessary expenditures may be of as much value to the individual and to society as anything she derived from a college course."³⁴⁵

Under the New Plan, budgeting has become an important subject of thought for the students. In 1935 budgets of many sorts were displayed in the corridor on the lower floor of Goucher Hall, and Budget Week was observed in chapel from the seventh to the eleventh of January.³⁴⁶

At all times, there have been students who needed financial aid. Some have been helped by scholarships and loans, furnished in the early years by the Baltimore Conference of the Methodist Episcopal Church, by President Goucher personally, by individual trustees, and by other friends of the College, and in later years by the general fund of the Trustees, by the Alumnae Fund,³⁴⁷ by Goucher clubs and alumnae classes, by the Faculty Club, by undergraduates, by organizations in Baltimore and elsewhere, and by individual friends.

Students have also earned part of their expenses—never by housework or waiting on the table (except in the cooperative hall, where the students perform all the work of the house), as in some other colleges, but during the academic year by work in the college offices, library, book store, and post office, by assisting in the laboratories and by acting as hostesses in

various buildings, as well as by work outside. Mary T. McCurley, '10, vocational secretary, has been resourceful in aiding the students to find outside work.

In recent years students at Goucher College, in common with many institutions all over the country, secured financial assistance by means of the Federal Emergency Relief Administration and the National Youth Administration. During 1934-35 seventy-six Goucher students worked under the terms of the F.E.R.A. About sixty-five worked throughout the entire year, the remainder being employed for short periods only. The total amount earned by all students during the year was \$6,567.18. In 1936-37, there were ninety-two students working under the N. Y. A. Not only do students during the college year earn money, but also, and larger sums, during the summer. A careful record of their summer earnings and of the various means used is kept by the Vocational Secretary. Beginning in 1923, when 117 students earned \$14,850.09, the numbers reached their maximum in 1927, when 217 students made \$28,331.53. After that numbers declined rapidly. In 1933 only 51 were at work, and their summer earnings totaled only \$1,698.13. But now the tide has turned, and in the summer of 1937, 82 students earned \$8,517.34.

The interest of Dr. Elinor Pancost in student financial aid led to the establishment, in 1933, of one of the small halls, Foster House, as a cooperative house with nineteen residents, all of them students of good academic standing. An average of one and one-half hours of work each day from each resident keeps the house going. In the three years since it has been in operation, the plan has been a decided success and helpful to the residents in other than financial ways.

Many students have looked forward to self-support after graduation, and for many years the only vocation chosen was teaching. Later, various forms of social service as well as education offered opportunities. Today there is a wide range of choice of occupations and the Vocational Bureau is well

equipped to help graduates and undergraduates to find permanent work. The number remuneratively employed has increased with the years. Of the Class of 1913, after graduation, 44% were recorded as "at home, no remunerative work," while of 1934 only 10% were so listed.

The characteristic of the Goucher undergraduates that has been more frequently commented upon than any other is the devotion of the students to work. Sara Haardt, '20 (Mrs. Henry L. Mencken) at a meeting of the Alumnae Council, stated this well:

The most obvious and oft recurring phase of Goucher life is the intellectual. To the mind of the student it forms a background for all other activities and is the ground plan on which she builds her structure. . . . "Goucher" is almost synonymous with "Work." If a standard, if a vision, can be reduced to its simplest form and expression, Goucher College may be said to stand for glorified work as furthering the highest development of the individual.³⁴⁸

In the early years this devotion to study showed itself in more hours than were required for the degree being offered by many students and in the serious work that was done in the departmental clubs.³⁴⁹ In recent years it has manifested itself in a number of ways, two of which may be mentioned. The lifting of the ban on cutting before and after the holidays has been appreciated by the students and in no way abused—"a gratifying indication of the serious attitude of the students of Goucher College," said Dean Stimson.³⁵⁰ In the winter term of 1936 eight students, principally freshmen, unable to include Greek in their regular course, were gathered into a Greek Circle by Dr. Braunlich, chairman of the classics department, for study once a week. So interested did they become that they continued their work during the last term, when a new group of eight upper division students was formed for a similar purpose. Thus at Goucher, the study of Greek became "a form of recreation."

In the relation of close friendliness between faculty and

students, Goucher College has been most fortunate. It started the first day that the College opened, when, with utmost sympathy and understanding the members of that first faculty sat down with the nervous, bewildered entering students and helped them to work out their schedules, and it showed itself in another way, when, a few months later, students and faculty played happily around the first Christmas tree. Faculty members have commented on this friendliness. Dr. Froelicher said: "Peculiar to our College is the spirit of good will between faculty and students, remote on the one hand from familiarity, furthering on the other hand, the educational purposes of the institution. For these very relations place the student under obligation and are an incentive to creditable work and proper bearing."³⁵¹ Dr. Metcalf, a few years ago, writing his impressions of his many years of service at the College, selected as deserving of "first" mention the fact that there was "more of comradeship between students and faculty in the Woman's College of Baltimore than in any other college I have ever known, either for men, or for women, and this outstanding feature was surely not only delightful, but meant much in all college life and work. A teacher who either couldn't or wouldn't do his best under such circumstances would be a pretty poor stick."³⁵²

Of this relation much has been written from the student point of view. Comments from three periods may be selected. Mary Jane Hogue, '05, wrote: "An important formative force in my college course was the helpful friendly relation existing between the faculty and student body. The members of the faculty opened their doors to the students. In their homes we became further acquainted with works of art, literature, and science. The broader interests aroused by these associations have been of great value after college."³⁵³ Sara Haardt, '20, when a senior, said to the Alumnae Council: "It is the relation of faculty and student that the Goucher girl holds most dear. To her, this relation stands for all that embodies confidence,

inspiration, and understanding. The Goucher girl is personally proud of the achievements of her faculty; their books, their lectures, their experiments and discoveries in the field of science are a source of intense pride and inspiration for her, as strong as any elemental family emotion. It is to the faculty that the Goucher girl turns for counsel, for intellectual inspiration, and pleasure but more naturally—as friends.”³⁵⁴ The editors of *Donnybrook Fair*, 1937, were inspired to pay a tribute to the faculty because of “the friendliness existing between Goucher students and Goucher faculty, a friendliness engendered by a mutual readiness to meet on equal ground, . . . they are our professors, yes. But they are also our friends, and very agreeable people.”³⁵⁵

Goucher students have been proud that the list of the publications of the faculty needed a *Bulletin* of forty pages.³⁵⁶ They have liked to look at the sizable bookcase in the library holding these publications; they have been pleased to learn that in a space of two years four members of the faculty were awarded Guggenheim Fellowships;³⁵⁷ that in the fifth edition of *American Men of Science* the scientific departments of Goucher College are represented by sixteen entries, one of which, the name of Dr. W. H. Longley, was marked by a star; that in the first edition, in 1903, Dr. Maynard M. Metcalf, then a professor in Goucher College, was similarly honored;³⁵⁸ they like to know of the large proportion of the faculty members who attend meetings of learned societies during vacation time and in many cases present papers;³⁵⁹ they have found inspiration in the public service of the faculty members who have been generous of their expert service, especially in Baltimore, as lecturers and leaders of commissions and committees, national and local, and of their volunteer service to church and welfare organizations.³⁶⁰ They have been stimulated by the wide experience of the faculty members, many of whom have studied abroad and nearly all of whom have travelled extensively.³⁶¹ Their hearts are warmed as they discover that,

with all their learning and high activities, the faculty members are very human people, willing to share with the students their hobbies—³⁶² knives, antique jewelry, pictures of children of former students—their love for cats and dogs, their skill in sewing, cooking, gardening.³⁶³

Goucher students of all periods have been fortunate in having on the faculty both men and women.³⁶⁴ Most of the men have been married, and faculty wives and children have played a pleasant part in student life. Not only has the membership of the staff included older men and women with maturity and experience, but it has been enriched, too, by the fresh enthusiasm of scholars of a younger generation. Moreover, the ratio of students to teachers has always been according to the best academic traditions.³⁶⁵

A wise member of the faculty said in *Donnybrook Fair*, 1905: "I learned not only to work with but to have fun with them. We understood each other." Part of the fun and understanding was developed through sharing together some of the student activities. They debated together. On one occasion they argued the question "Resolved: That the students of Goucher College are overworked," Dr. Lloyd and Dr. McDougle taking the affirmative side and Catherine McLain, '32, and Laulette Irwin, '34, the negative. "Once and for all the magnanimity of the Goucher faculty was proven," for their side won!³⁶⁶

Goucher College has a tradition, begun in the spring of 1894, that each class should have an honorary member during its four years. With few exceptions—two of them trustees, Mr. R. Tynes Smith and Dr. Mary Sherwood, two of them distinguished citizens of Baltimore, Dr. Maltbie Davenport Babcock and Mr. Charles J. Bonaparte, one a distinguished alumna, Jessie Woodrow Wilson, '08 (Mrs. Frances B. Sayre) and four presidents' wives, Mrs. Goucher, Mrs. Noble, Mrs. Guth, and Mrs. Robertson—with these exceptions, all of the honorary members have belonged to the faculty. Once a recommendation was made, in May 1918, to the Students'

Organization, urging the elimination of faculty honorary members, but it failed utterly, and the system still flourishes.³⁶⁷

The bond between students and faculty was strengthened by the institution of the College Council, suggested by Dr. Lord soon after she became dean. It was authorized by the Board of Control February 13, 1911, and held its first meeting at the home of President Noble February 20, 1911.³⁶⁸ The Council consists of representatives of faculty and students who meet with the President of the college for informal discussion of college problems and an exchange of ideas.³⁶⁹ Presidents of organizations, hall presidents, and class presidents have formed the student representatives. It has been valuable in bringing students and faculty together in the solution of problems of student government; it has given answers from headquarters to student questions; it has formed public opinion through accredited sources. Though without power to enact or administer regulations by reference to the faculty, on the one side, or the appropriate organization of the students, on the other, such worthwhile enterprises as the following have been promoted: United Campaign, in place of many appeals for money; the setting up of a permanent college calendar; better accommodations for city students; the regulation of certain problems of behavior through "Tone"; more emphasis on fire drills; junior and senior advisers for freshmen;³⁷⁰ plans to make the alumnae feel more at home when returning to college; and 100% chapel attendance.

In addition to the College Council, there has been another group acting as an advisory body, intermediate between faculty and students, called at one time the Extra-Curriculum Committee³⁷¹ of the faculty, today, the Committee on Student Activities.³⁷² Its functions have varied somewhat through the years. In the beginning the group was entirely separate from the student counselors; at the present time the Student Counselor is its chairman. But at all periods it has worked with the students, not *over* them, in relation to all student activities not academic. In a valuable report presented to the

Board of Instruction December 7, 1925, the Extra-Curriculum Committee expressed what was the attitude at that time of the College to student activities: "The committee believes that extracurriculum activities are a normal and desirable addition to the regular collegiate routine, frequently meaning fields of development for the individual girl impossible to include in the curriculum. . . . The one danger that lies in these fields is the dissipating of student energies in numerous and ill-assorted activities or the assuming of too many offices by one student who chances to be popular and capable."

Since the introduction of the New Plan in 1934 under the leadership of President Robertson, student activities as well as work in the classroom, laboratory, and library are recognized as having a place in preparing a student to live richly and responsibly.

Goucher College was a pioneer in the personnel movement, and through its system of faculty advisers individual students have been aided, not only in the direct way of their academic work, but as well in many personal problems. Under the New Plan, the personnel work has been greatly strengthened, and today a Goucher student has opportunity for guidance through the President, the Dean, the Student Counselor, the Vocational Secretary, the Major Professor, the Guidance Officer, the physicians, the Head of her house, and the several teachers in courses for which she is registered.

Student life at Goucher has been made easier and happier through certain officers of administration. With the Student Counselor there is close touch through the whole four years. The idea of setting up an office for the administration of the social life of the students was Dr. Guth's, and he was exceedingly fortunate in being able to find so suitable a person for starting it as Elizabeth Mason, '14.³⁷³ It was set up first in 1919-20, and with fine success Miss Mason created that important cog in administrative machinery. She was joined in 1922 by Frances R. Conner, '02, who in 1931 succeeded her.³⁷⁴ It is through this office that extracurriculum activities are

guided and permissions given for outside social engagements. On the lower floor of Goucher Hall, not far from the student counselor's office, is another one much frequented by students—the office of the Vocational Secretary. In Miss McCurley's office are usually to be found undergraduates reporting their earnings or seeking ways for self-help, seniors hunting for jobs, or alumnae trying to better their positions.

In the early days of the College, Dr. Goucher often used the phrase, "We are blessed in a peculiar way." The student life has been blessed in a peculiar way not only in its relation to the teaching and administrative staff but in having the tireless devotion of Mrs. Goucher, Mrs. Guth, and Mrs. Robertson. Each in her own way, and according to her own genius, has given herself without reserve to the comfort, welfare, and happiness of the students.

"Goucher has at no time since its inception stood still," said Dr. Guth to the Councillors in February 1923. "It is due to the wisdom and vision of your founders that we of this generation are inspired with the spirit of restlessness and unwillingness to be satisfied with anything short of the impossible in the advancement of Goucher College."⁷⁵ The same spirit of change, of development, of adaptation to varying needs that has marked the College in the past fifty years has also marked the student life. Things withheld from the students of one period have been given to those of the next: dancing, freedom to attend theatres and opera, radios in their rooms, automobiles for seniors, smoking in special places, and little restriction in their social life with men. But though the students have been able to express themselves differently in their outward appearance and in their own life in the College, fundamentally they have been the same. Dr. Welsh, looking out with wise eyes, after thirty years of experience with Goucher women had this to say of them:

In perpetual youth students pass in review before me, inspired by the same ambitions, stirred by the same emotions, responding to the influences of a changing college environment with the same power of adaptation. It

is this last characteristic that renders one generation of college women so obnoxious to some of their predecessors, who fail to see that one primary object of education is to enable each individual to meet successfully the social conditions of a changing world. . . . Our student body has always numbered among its members brilliant students and dull ones; energetic students and lazy ones; radicals and conservatives. Dress, manners, and customs change with the passing years, but bobbed hair and vanity boxes are no more incompatible with honesty and courage and high purpose than were the constricted waists and the elaborate coiffure of an earlier generation.³⁷⁶

THE FUTURE

Upon the same site for fifty years, the student life of Goucher College has gone on developing and changing. Once in a while some students of the early years expressed the hope for a large campus, and in the *Donnybrook Fair* of 1898, in words and pictures, they expressed their dream of a campus on which should be located a Library, a Chapel, an Audience Hall, an Art Building, a Music Building, Athletic Buildings, Laboratories, Homes for Faculty—and Goucher Hall—"that must not be left behind."³⁷⁷ But for the most part the students did not long over-much for a campus, for a short walk out Maryland Avenue brought them to delectable country. "Wherever now are populous suburbs were then woods and fields with country roads enticing one to walk or cycle, although the ubiquitous toll-gate lessened the delight of the latter sport to a student with a small allowance."³⁷⁸

Today the College is completely surrounded by the city, for Baltimore has grown farther and farther north in the direction of our lovely four hundred and twenty-one acres not far away either in time or space. Faculty and alumnae, with few exceptions, long for "moving day," when the Trustees can make it possible for student life at Goucher College to add to all the good things that it now possesses, the peace and joy and beauty of the country.

Appendix A

ARTICLES OF INCORPORATION

January 26, 1885

KNOW ALL MEN BY THESE PRESENTS, That we, Edward G. Andrews of Washington in the District of Columbia, John F. Goucher of Baltimore County in the State of Maryland, Lyttleton F. Morgan of Baltimore City in the State of Maryland, Francis A. Crook of Baltimore City in the State of Maryland, John B. Van Meter of Baltimore County in the State of Maryland, David H. Carroll of Baltimore County in the State of Maryland, John J. G. Webster of Baltimore City in the State of Maryland, Henry S. Hiss of Baltimore County in the State of Maryland, William J. Hooper of Baltimore City in the State of Maryland, Robert W. Black of Baltimore City in the State of Maryland, German H. Hunt of Baltimore City in the State of Maryland, Charles W. Baldwin of the City of Cumberland in the State of Maryland, Saul S. Henkle of Washington in the District of Columbia, George S. Grape of Baltimore City in the State of Maryland, Austin M. Courtenay of Baltimore City in the State of Maryland, John M. Dashiell of Frederick City in the State of Maryland, Benjamin H. Stinemetz of Washington in the District of Columbia, Summerfield Baldwin of Baltimore City in the State of Maryland, C. Herbert Richardson of Baltimore City in the State of Maryland, and Charles E. Hill of Baltimore City in the State of Maryland, being citizens of the United States, and a majority of whom are citizens of the State of Maryland, do hereby certify that we do, under and by virtue of the General Laws of this State, authorizing the formation of corporations, hereby form a corporation under the name of The Trustees of the Woman's College of Baltimore City.

2. *We do further Certify*, that the said corporation so formed, is a corporation for the purpose of creating and maintaining a College for the higher Education of Woman; that new and additional members of said Corporation may be elected in such manner as may be prescribed by the By Laws hereafter adopted by said Corporation provided however that such election shall be submitted to the Baltimore Annual Conference of the Methodist Episcopal Church for approval or rejection and provided further that the total membership of said Corporation shall not at any one time exceed the number of twenty-five; that the term of existence of the said corporation is limited to forty years; and that the said corporation is formed upon the articles, conditions, and provisions herein expressed, and subject in all particulars to the

limitations relating to corporations, which are contained in the General Laws of this State;

3. *We do further Certify*, that the operations of the said Corporation are to be carried on in Baltimore City and in one or more of the Counties of the State of Maryland, and that the principal office of the said corporation will be located in Baltimore City;

4. *We do further Certify*, that the said Corporation has no Capital Stock;

5. *We do further Certify*, that the said Corporation will be managed by Twelve Trustees and that Edward G. Andrews, John F. Goucher, Lyttleton F. Morgan, Francis A. Crook, John B. Van Meter, David H. Carroll, Henry S. Hiss, William J. Hooper, Robert W. Black, German H. Hunt, Saul S. Henkle, and George S. Grape, respectively Citizens of the United States and a majority of them Citizens of this State, are the names of the Trustees who will manage the concerns of the said corporation for the first year.

IN WITNESS WHEREOF, we have hereunto set our hands and seals, this twenty-sixth day of January in the year eighteen hundred and eighty-five.

Edward G. Andrews	(SEAL)
Jno. F. Goucher	(SEAL)
L. F. Morgan	(SEAL)
Francis A. Crook	(SEAL)
Jno. B. Van Meter	(SEAL)
David H. Carroll	(SEAL)
J. J. G. Webster	(SEAL)
Henry S. Hiss	(SEAL)
William J. Hooper	(SEAL)
R. W. Black	(SEAL)
German H. Hunt	(SEAL)
Charles W. Baldwin	(SEAL)
Saul S. Henkle	(SEAL)
Geo. S. Grape	(SEAL)
Austin M. Courtenay	(SEAL)
John H. Dashiell	(SEAL)
Benjamin H. Stinemetz	(SEAL)
Summerfield Baldwin	(SEAL)
C. Herbert Richardson	(SEAL)
Charles E. Hill	(SEAL)

CHARTER OF GOUCHER COLLEGE

March 17, 1914

AN ACT to amend the Charter of Goucher College, a corporation incorporated under the General Laws of Maryland, and subsequently amended by the General Assembly of Maryland by Chapter 325 of the Acts of Assembly of 1890, and subsequently amended by Chapter 40 of the Acts of Assembly of 1910, and to repeal said Chapter 40 of the Acts of 1910, and said Chapter 325 of the Acts of 1890, and to re-enact so much of Sections 1, 3, 4, 5 and 8 of said Chapter 40, of the Acts of 1910, and so much of Sections 1, 3, 4, 5 and 8 of said Chapter 325, of the Acts of 1890, as may not be inconsistent with this Act.

Be it enacted by the General Assembly of Maryland:

SECTION 1. The corporation heretofore constituted and organized as Goucher College, under the hereinafter mentioned laws and enactments, and located at Baltimore, shall be and remain a body corporate and politic to be known as Goucher College, with all the powers, rights and privileges conferred upon "The Trustees of the Woman's College of Baltimore City," a corporation duly incorporated under and by virtue of the general laws of Maryland on January 26th, 1885, and subsequently amended by the Acts of 1890, Chapter 325, of the General Assembly of Maryland, by which the name of said corporation was changed to "The Woman's College of Baltimore," and further amended by the Acts of 1910, Chapter 40, of the General Assembly of Maryland, by which the name of said corporation was changed to "Goucher College"; and all property of every name and kind whatsoever now held and possessed by or accruing to said corporation is hereby continued and confirmed in and to the corporation hereby constituted, to be held by it for the purpose set forth in the gift, grant or conveyance thereof, if any, and for the further uses and purposes hereinafter set forth.

SEC. 2. Said corporation shall be constituted for the purpose of establishing, promoting and conducting a college for the higher education of women under auspices distinctively favorable to the maintenance of the faith and practice of the Christian religion, but all departments of said college shall be open alike to students of any religion or sect and no denominational or sectarian test shall be imposed in the choice of Trustees, officers or teachers, or in the admission of students. Said College may have as many departments as the Trustees shall determine.

SEC. 3. Said corporation shall consist of the Board of Trustees of Goucher College now in office and their successors. Said successors shall be elected

as follows: At the annual meeting of said Board of Trustees now in office, to be held in the month of June, 1914, or at any adjourned meeting thereof, said Trustees shall, by ballot, elect in their place and stead, as their successors, members of said corporation, to be known as the Trustees thereof, to a number of not more than thirty-three, of whom the President of the College shall be one. The Trustees so elected shall be divided, as nearly as possible, into three equal classes, and the term of the membership of the first class shall terminate in one year, of the second class in two years, and of the third class in three years, from the date of said election. Such Trustees shall have the right to elect their successors, of whom the President of the College shall always be one, under terms and conditions prescribed herein, and in such By-Laws as may be adopted by said corporation, not in conflict with the provisions of this Act. The term of the Trustees so elected shall be three years, except that in the case of a vacancy caused by the death, resignation or removal of a Trustee before the expiration of the term for which he or she was elected the Trustee elected to fill said vacancy shall hold membership only for the balance of the said term, provided that if the place vacated is that of a Trustee elected from a list furnished by an Annual Conference or the General Alumnae Association, as hereinafter provided, said vacancy shall be filled from a list of nominations furnished by said Annual Conference at its next session or said General Alumnae Association at its next meeting. All Trustees shall be eligible for re-election at the expiration of their respective terms. They shall hold office until their successors have been duly chosen and have accepted the trust. Said Trustees shall be the ultimate source of authority in all matters pertaining to the College, and may act through the President of the College, and other officers and agents, and through such Standing Committees as shall be named, fixed and their powers and functions be described in the By-Laws.

SEC. 4. Of the aforementioned thirty-three Trustees, four thereof, only two of which four may be clergymen, shall be elected from a list of nominations which the Baltimore Conference of the Methodist Episcopal Church in annual session may furnish; two thereof, only one of whom may be a clergyman, shall be elected from a list of nominations which the Central Pennsylvania Conference in annual session may furnish; two thereof, only one of whom may be a clergyman, shall be elected from a list of nominations which the Philadelphia Conference in annual session may furnish; one thereof, a layman or a clergyman, shall be elected from a list of nominations which the Wilmington Conference in annual session may furnish; one thereof, a layman or a clergyman, shall be elected from a list of nominations which the New York Conference in annual session may furnish; one thereof, a layman or a clergyman, shall be elected from a list of nominations which the New York

East Conference in annual session may furnish; and three thereof shall be elected from a list of nominations which the General Alumnae Association of Goucher College in annual meeting may furnish; provided, however, that if said Annual Conferences, or any of them, or said General Alumnae Association shall at any time fail to furnish such list or lists, the Board of Trustees of Goucher College shall fill the vacancy for that year by electing a representative from said respective Conference or the General Alumnae Association; but the Board of Trustees shall have power to determine the conditions and requirements by which representation shall be continued to the General Alumnae Association or to the above named Conferences or extended to any other Conference, provided that the relative numerical representation of the interest of said organizations shall not be changed. The foregoing Sections three and four shall be in substitution and stand in place of Section two of the original certificate of incorporation filed on the twenty-sixth day of January, 1885; said Section two of said Articles of Incorporation being hereby declared to be of non-effect.

SEC. 5. Said corporation, in its corporate name and capacity, shall be capable in law to purchase, have, hold, receive, and enjoy estate, real, personal, and mixed, of every kind and nature whatsoever, and the same to sell, grant, convey, alien, demise, manage, and dispose of at pleasure; to sue and be sued, plead and be impleaded, defend and be defended in any and all courts; to make, have, and use a common seal, and the same to alter, break, and renew at pleasure; to elect the President, faculty, and other instructors of the said College; to ordain, establish, and execute such By-Laws, ordinances, rules, and regulations as may be considered necessary, expedient, or convenient for the wise ordering and conducting of the affairs and government of said corporation, and for the proper regulation and instruction of the students connected with said College not contrary to the laws of the United States or of this State; and generally to do and execute all and singular the acts, matters, and things, and to transact all business which to it shall appertain tending to promote the usefulness and prosperity of said institution and in the exercise of the powers herein conferred. But neither the campus or the buildings of said corporation used for College purposes, nor the permanent funds of said corporation, nor any donations to said corporation, the income only of which may be used for the current expenses of said College, shall be pledged, hypothecated, or in any other manner be disposed of, by the Trustees for the purpose of paying the current expenses of said College or for borrowing money to pay the same.

SEC. 6. The Annual Meeting of said Board of Trustees shall be held during the Commencement Week of said College. At any Annual Meeting of the said Trustees, or at any adjournment thereof, any business may be transacted

without special notice of such business having been previously given, unless such notice be required by the By-Laws. Special or extraordinary meetings may be called by the President of the College or by one-fourth of the Board of Trustees, by giving such notice of the time, place and object of said meeting as shall be provided in the By-Laws. At any meeting of said Board of Trustees the presence of nine members thereof shall constitute a quorum for the transaction of business. The concurring vote of at least nine Trustees, however, shall be requisite for the election of new Trustees.

SEC. 7. Said Goucher College shall continue the work done by the corporation, or corporators, or trustees, whose successors they are, in accordance with the Charter and amendments thereto, whereof this Act is an amendment, and as therein stated to be the creating and maintaining of a college for the higher education of women; and shall have the continuing power to admit students of the said College and other persons who shall merit the distinction to such degree or degrees in course or honorary, as the College may see fit to award, under such conditions and requirements as shall be fixed by the College in its By-Laws; and all powers, privileges, rights and franchises previously granted to, or reserved through and by all former charters, or amendments thereto, not inconsistent herewith, including the right to receive, hold and administer all gifts, grants, legacies and devices, as may have been intended for or heretofore given to the said "Woman's College of Baltimore," or to the said "The Trustees of the Woman's College of Baltimore City," or which may be hereafter so granted, bequeathed or devised, shall be and the same are hereby granted, confirmed and continued to said corporation; and said corporation shall, in addition to the powers herein granted, have and possess all rights, powers, and privileges not inconsistent herewith, provided for and pertaining to corporations incorporated under the general laws of this State.

SEC. 8. This Act shall be construed liberally for every beneficial purpose hereby intended, and no omission to use any of the privileges hereby granted shall cause a forfeiture of the same, nor shall any gift, grant, conveyance or devise to or for the benefit of said corporation be defeated or prejudiced by any misnomer, misdescription, or informality whatever, provided the intention of the parties can be shown or ascertained beyond a reasonable doubt.

SEC. 9. Chapter 40 of the Acts of 1910 and Chapter 325 of the Acts of 1890 are hereby repealed and so much of Sections 1, 3, 4, 5 and 8 of the said Chapter 40 of the Acts of 1910, and so much of Sections 1, 3, 4, 5 and 8 of said Chapter 325 of the Acts of 1890, as may not be inconsistent with this Act are hereby re-enacted.

SEC. 10. This Act shall take effect from the date of its passage.

Sealed with the Great Seal and presented to the Governor, for his approval this 17th day of March, 1914, at eleven o'clock A.M.

A. EUGENE DE REEVES,
Secretary.

[SEAL]

Approved:

PHILLIPS LEE GOLDSBOROUGH,
Governor.

JESSE D. PRICE,
President of the Senate.

JAMES McCONKEY TRIPPE,
Speaker of the House of Delegates.

BY-LAWS OF GOUCHER COLLEGE

ARTICLE I

PURPOSE OF THE COLLEGE

This institution was founded by corporators, a majority of whom were members of the Methodist Episcopal Church, who, while not intending to found or operate a sectarian institution, were concerned that the supreme purpose of the institution should be to foster the cause of Christian education. This purpose is primarily the dominant intention of the Board of Trustees. To fulfill this purpose, it is required that every member of the Corporation shall be a person of approved character and life, who shall be interested in the Christian activity and influence of the College; and that every teacher shall be in manifest sympathy with the religious purpose for which the College was founded; and that the study of the sacred scriptures shall be part of the curriculum of every student who is graduated from said College.

ARTICLE II

OFFICERS OF THE BOARD

SECTION 1. The officers of the Board of Trustees shall be a president, a vice-president, a secretary, and a treasurer. They shall all be chosen from the members of the Board, and shall be elected by ballot at the regular annual meeting. In case of the removal or death of any officer of the Board, the Executive Committee shall have power to fill such vacancy *ad interim* until a new officer may be regularly elected by the Board.

PRESIDENT

SEC. 2. The President of the Board of Trustees shall preside at all meetings of the Board of Trustees; in his absence, the vice-president shall

preside; if neither of these officers is present, a president pro-tem may be chosen.

SECRETARY

SEC. 3. The Secretary shall keep a correct transcript of the proceedings of all meetings of the Board of Trustees, and shall present for approval the minutes of each meeting.

TREASURER

SEC. 4. The Treasurer shall have the custody of the funds and securities of the Corporation and such other documents or property as shall be entrusted to his care by the Board of Trustees or the Executive Committee thereof. He shall exercise his duties under such regulations as may be established by the Board of Trustees or the Executive Committee from time to time. It shall be his duty to submit to the Board of Trustees, whenever requested to do so, or to any Committee of the Board of Trustees, who may have the right to ask for the same, all evidences of property belonging to the College; and he shall present annually to the Board of Trustees a full and detailed statement, properly audited, of receipts and expenditures for the preceding year, as well as a complete showing of the financial condition of the College.

ARTICLE III

COMMITTEES

SECTION 1. The President of the Board of Trustees and the President of the College jointly, shall appoint at the regular annual meeting an Executive Committee, a Finance Committee, a Committee on Grounds and Buildings, an Auditing Committee, and such other standing committees as may be deemed desirable or necessary.

EXECUTIVE COMMITTEE

SEC. 2. The Executive Committee shall consist of not less than five or more than seven members of the Board of Trustees, besides the Treasurer and the President of the College, who shall be members *ex-officiis*. This Committee shall have the management and oversight of the College during the intervals between meetings of the Board of Trustees. The President of the College shall be the Chairman of the Executive Committee. The Executive Committee may be called by the President of the Board of Trustees, by the President of the College, or by three members of the Executive Committee. The Executive Committee shall recommend the names of those to be elected to the Board of Trustees and trustees of the College shall not be elected without such recommendation.

FINANCE COMMITTEE

SEC. 3. The Finance Committee shall consist of the Treasurer, the President of the College, and three additional members. They shall have the care and management of the permanent funds of the College. They shall present an annual report to the Board of Trustees.

GROUNDS AND BUILDINGS COMMITTEE

SEC. 4. The Committee on Grounds and Buildings shall consist of three members who shall confer with the President of the College concerning the needs and conditions of the college buildings, and make reports, as occasion may arise, to the Executive Committee.

AUDITING

SEC. 5. College accounts shall be audited by a certified public accountant at such times as the Executive Committee may deem advisable.

ARTICLE IV

ACADEMIC ADMINISTRATION

SECTION 1. The academic administration of the College shall be in the hands of the President and the Faculty.

PRESIDENT

SEC. 2. The President of the College shall be the chief executive officer. He shall be chosen by the Board of Trustees and hold office without limitation of time. It shall be the duty of the President to preside at the meetings of the Faculty, whenever he is present; to act as the sole medium of communication between the Trustees and the members of the Faculty and all other persons in the service of the College; to keep acquainted with all the affairs and interests of the College, and to exercise such superintendence as its needs or prosperity may demand. The President shall select all members of the Faculty and nominate them to the Board of Trustees for election; he shall appoint all committees and officers of the Faculty; and he may appoint or dismiss all employees of the College who are not officers of instruction or government; and he shall determine the duties and salaries of all persons so employed. He shall be a member of the Board of Trustees.

The President shall appoint a Dean who shall be a member of the Faculty and President's Council. The duties of the Dean shall be defined by the President of the College in consultation with the Executive Committee. The Dean shall present an annual report to the President.

In the event of the death of the President, or his incapacity through illness to perform the duties of his office, the Dean of the College shall imme-

diately, with the approval of the Executive Committee, become acting President, with the powers and duties incident to such office as prescribed by the By-Laws of the College, pending further action by the Executive Committee.

Power is granted to the Executive Committee, as a continuing power, to appoint the Dean or other person Acting President in the event of the death, incapacity through illness or absence of the President and to revoke such appointment without notice. The general power of the Board of Trustees to elect or appoint the officers and agents of the College is not hereby abrogated, but is reserved.

FACULTY

SEC. 3. Appointments to the Faculty shall be made by the Board of Trustees on nomination by the President after consultation with the department involved. Nominations of candidates to fill such vacancies may originate either with the President or with the department. Notification of appointment shall be made by letter from the President, such letter to include a statement of salary, rank, and period for which appointment is made. Notice of reappointment or non-appointment shall be given not later than March 1st.

The term of initial appointment to the Faculty shall be at the discretion of the President. After three years of service, a member of the Faculty of whatever rank shall have indeterminate appointment subject to the provisions of the following paragraph:

There shall be a faculty committee regarding dismissals. This committee shall consist of five Professors elected by ballot by the Faculty for a term of five years, one member retiring at the end of each year and not subject to immediate re-election. Any member of the staff above the rank of Instructor, and any Instructor after three years of service, whose dismissal is under consideration, shall at his request be entitled to a hearing before the President and this committee. The committee's report and also the President's recommendation, if it be at variance with that of the committee, shall be laid before the Board of Trustees before final action in the case is taken.

Recommendations for promotion in rank shall be made by the President after consultation with the department concerned.

ORGANIZATION OF THE FACULTY

SEC. 4. The Faculty shall consist of the President, the Dean, the Professors, Associate Professors, Assistant Professors, Instructors, and such

other members of the staff of administration and instruction as may be designated by the President. Instructors in their first three years of service shall have no vote. The Faculty shall decide all matters of academic policy, pass upon candidates for degrees and for fellowships and determine such other questions as the President may lay before it. The Faculty shall meet customarily once a month during the college year. It may be called at any time by the President or by ten voting members of the Faculty. A majority of the Faculty shall constitute a quorum.

PRESIDENT'S COUNCIL

SEC. 5. The President's Council shall consist of the President, *ex-officio*, the Dean, *ex-officio*, and such other administrative officers, not to exceed three, as may be designated by the President; and nine members of the instructional staff of whom one-third may be elected by the Faculty. For members elected by the Faculty the term of office shall be three years, one member retiring each year.

ARTICLE V

DEGREES

The President, under authority of the Board of Trustees, shall confer the degree of Bachelor of Arts upon those students who are recommended to the Board of Trustees for the same by the Faculty, it being understood that no student shall be recommended for such a degree who has not fully satisfied the requirements for graduation which may be laid down from time to time by the Faculty. In the case of students who do not finish a regular course, a certificate may be issued, showing what work they have undertaken in the College, and what courses they have attended in the prosecution of such work.

The Board of Trustees, on the recommendation of the President of the College and Faculty, may authorize the President to confer the degree of Master of Arts upon such persons who have finished, in course, satisfactory post-graduate studies.

The Board of Trustees, on the recommendation of the President of the College, may from time to time confer such honorary degrees as in the opinion of the Board will not violate the principle of high academic standards.

All diplomas shall be signed by the President of the College, and shall contain the corporate seal of the College. Certificates may be signed by either the President, the Dean, the Registrar, or the chairman of a department of instruction. Signatures other than those of the President must be authorized by the President.

ARTICLE VI

MEETING OF THE BOARD OF TRUSTEES

The annual meeting of the Board of Trustees shall be held during Commencement Week. A special meeting may be called according to Section 6 of the Charter. At each meeting the Secretary shall furnish the presiding officer a docket of the business to go before the Board, but after the completion of the docket any member may bring forward such miscellaneous business as may be proper for consideration and action.

The following shall be the order of business at an annual meeting:

1. Prayer.
2. Roll call.
3. Reading of the minutes.
4. Report of the President of the College.
5. Reports of Committees.
6. Unfinished business.
7. New business.

ARTICLE VII

The word President in these By-Laws shall always be construed to mean the President of the College, unless the President of the Board of Trustees is specifically designated.

ARTICLE VIII

No amendment to these By-Laws shall be made by less than a vote of nine members of the Board.

These By-Laws were adopted at a regular meeting of the Board of Trustees on October 15, 1914; amendments to Article VI and Article VIII were adopted at a regular meeting of the Board on December 28, 1915; and amendments to Article II, Section 2, and Article IV, Section 2, at a regular meeting on October 3, 1927. Article IV and Article V were revised at a regular meeting of the Board of Trustees on December 7, 1931.

Appendix B

FACULTY OF GOUCHER COLLEGE ABOVE THE RANK

OF INSTRUCTOR

1888-1938

ABEL, ANNIE HELOISE, PH.D.,

Instructor in history, 1906-08, associate professor, 1908-14; professor of American history, 1914-15.

ADAMS, M. RAY, A.M.,

Assistant professor of English, 1924-26.

*AINSLIE, PETER, D.D., LL.D.,

Lecturer on Biblical literature, 1925-28.

ANDERTON, ETHEL L., PH.D.,

Assistant professor of mathematics, 1931-32.

ANDREWS, MARY E., PH.D.,

Instructor in Biblical literature, 1926-32, assistant professor, 1932-38, associate professor, 1938-.

ARNOLD, ROSSLEENE M., A.M.,

Assistant professor of chemistry, 1920-23.

BACON, CLARA LATIMER, PH.D.,

Instructor in mathematics, 1897-05, associate professor, 1905-14, professor, 1914-34, professor emeritus, 1934-.

BAILEY, CLENNIE E., Sc.D.,

Assistant professor of hygiene, 1925-27.

BAKER, HARRY TORSEY, A.M.,

Assistant professor of English, 1919-22, associate professor, 1922-.

BALDWIN, THOMAS W., PH.D.,

Assistant professor of English, 1923-25.

BARTON, VOLA PRICE, PH.D.,

Assistant in Physics, 1917-19, instructor, 1919-23, assistant professor, 1923-26, associate professor, 1926-31, professor, 1931-.

* Deceased.

BEARDSLEY, GRACE HADLEY, PH.D.,

Instructor in Latin, 1926-30, history, 1927-31; assistant professor of Latin, 1930-34; assistant professor of history, 1931-38; assistant professor of classics, 1934-38, associate professor, 1938-.

BEARDSLEY, WILFRED A., PH.D.,

Assistant professor of Romance languages, 1919-20, professor, 1920-.

BEATTY, JR., JOSEPH M., PH.D.,

Instructor in English, 1917-20, assistant professor, 1920-23, associate professor, 1923-30, professor, 1930-.

*BIBBINS, ARTHUR B., PH.B.,

Instructor in geology, 1894-06, associate professor, 1906-11; curator of museum, 1894-1914.

BLACHLY, CLARENCE DAN, A. B.,

Assistant professor of social science, 1916-18.

BLACKSHEAR, CHARLES C., PH.D.,

Associate professor of chemistry, 1891-98, professor, 1898-16.

BLANCHARD, RAE, PH.D.,

Assistant professor of English, 1929-32, associate professor, 1932-.

BLANKENAGEL, JOHN C., PH.D.,

Assistant professor of German, 1915-16, associate professor, 1916-18.

*BLUE, LEONARD A., PH.D.,

Professor of education, 1909-11.

*BONNELL, JOHN KESTER, PH.D.,

Professor of English, 1920-21.

VON BORRIES, ELINE, A.M.,

Chief instructor in physical education, 1921-23, director, 1923-33, assistant professor, 1933-37, associate professor, 1937-.

BOWMAN, ETHEL, PH.D.,

Assistant professor of psychology, 1917-20, associate professor, 1920-22, professor, 1922-.

BRAUNLICH, ALICE F., PH.D.,

Assistant professor of Latin, 1920-26, associate professor, 1926-34; associate professor of Greek, 1933-34; professor of classics, 1934-.

BRIGGS, GEORGE W., M.Sc.,

Associate professor of Bible and philosophy, 1914-15.

* Deceased.

- BRINKLEY, ROBERTA FLORENCE, PH.D.,
Instructor in English, 1924-27, assistant professor, 1927-30, associate professor, 1930-.
- BROOKES, JEAN INGRAM, PH.D.,
Instructor in history, 1926-30, assistant professor, 1930-33.
- *BUCHNER, EDWARD F., PH.D.,
Lecturer in education, 1911-15.
- BUSSEY, GERTRUDE CARMAN, PH.D.,
Instructor in philosophy, 1915-16, assistant professor, 1916-17, associate professor, 1917-20, professor, 1920-.
- *BUTLER, FRANK R., S.T.B., A.B.,
Professor of English language and literature, 1888-96.
- CARROLL, MOLLIE RAY, PH.D.,
Associate professor of sociology, 1920-22, professor, 1922-30.
- CARVER, DAVID JUNE, A.M.,
Assistant professor of psychology and education, 1915-16.
- CLELAND, RALPH E., PH.D.,
Instructor in botany, 1919-20, assistant professor of biology, 1920-23, associate professor, 1923-30, professor, 1930-38.
- CONANT, GRACE PATTEN, A.M.,
Instructor in English, 1899-02, associate professor, 1902-04.
- CONNER, FRANCES R., A.B.,
Associate student counselor, 1922-24, counselor, 1924-.
- CRANE, ESTHER, PH.D.,
Assistant professor of education, 1925-29, associate professor, 1929-33, professor, 1933-.
- CROOKS, ESTHER J., PH.D.,
Instructor in Spanish, 1921-23, assistant professor, 1923-30, associate professor, 1930-35, professor, 1935-.
- CURTIS, EUGENE NEWTON, B.D., PH.D.,
Assistant professor of history, 1917-19, associate professor, 1919-20, professor, 1920-; acting dean, 1919-21.
- DAWSON, JAMES A., PH.D.,
Instructor in biology, 1919-20, assistant professor, 1920-21.

* Deceased.

- DEBEL, NIELS, PH.D.,
Professor of social science, 2nd semester, 1918-19, professor of political science, 1919-25.
- DORCUS, MILDRED DAY, PH.D.,
Instructor in psychology, 1927-30, assistant professor, 1930-36.
- *DOUGHERTY, RAYMOND PHILIP, B.D., PH.D.,
Professor of Biblical literature, 1918-26.
- DUVALL, ELLEN NEALL, B.S.,
Assistant in physical education, 1927-32, instructor, 1932-37, assistant professor, 1937-.
- EBELING, HERMAN L., PH.D.,
Associate professor of Greek, 1911-24; instructor in Latin, 1911-24; professor of Greek and Latin, 1924-29; professor of Greek, 1929-33, professor emeritus, 1933-.
- EGERER, GRETA, PH.D.,
Instructor in chemistry, 1914-15, associate professor, 1915-18.
- ENGLISH, HONORA, M.S.,
Assistant professor of physiology, 1924-33.
- FALLEY, ELEANOR W., B.S.,
Librarian, 1919-.
- FLORES, PASTORIZA, PH.D.,
Associate professor of Romance languages, 1922-25.
- FLOYD, JUANITA HELM, PH.D.,
Assistant professor of biology, 1920-21.
- FOSS, HARRIET CAMPBELL,
Instructor in art, 1892-94, associate professor, 1894-95.
- FREHAFFER, M. KATHERINE, PH.D.,
Instructor in physics, 1925-27, assistant professor, 1927-33, associate professor, 1933-.
- *FROELICHER, HANS, PH.D.,
Associate professor of French language and literature, 1888-90; associate professor of German language and literature, 1890-93, professor, 1893-30; professor of art criticism, 1895-30; acting president, 1929-Jan. 1930.
- GALLAGHER, KATHERINE JEANNE, PH.D.,
Instructor in history, 1915-17, assistant professor, 1917-19, associate professor, 1919-20, professor, 1920-.

* Deceased.

- GARNETT, JAMES M., A.M., LL.D.,
Acting professor of English language and literature, 1895-97.
- *GATES, FANNIE COOK, PH.D.,
Instructor in physics, 1897-02, associate professor, 1902-06, professor, 1906-11.
- GAY, ROBERT M., A.M., LITT.D.,
Associate professor of English, 1909-13, professor, 1913-18.
- GIFFORD, WALTER JOHN, A.M.,
Associate professor of psychology and education, 1916-17, education, 1917-18.
- GODDARD, ALICE, A.M.,
Associate professor of Latin and Greek, 1888-90.
- GODDARD, EUNICE R., PH.D.,
Instructor in French, 1924-25, assistant professor, 1925-29, associate professor, 1929-35, professor, 1935-.
- GOODLOE, JANE F., PH.D.,
Instructor in German, 1923-27, assistant professor, 1927-30, associate professor, 1930-37, professor, 1937-.
- GORDON, NEIL E., PH.D.,
Part-time instructor in chemistry, 1st semester, 1917-18, assistant professor, 2d semester, 1918-19.
- *GORTON, W. C. L., PH.D.,
Associate professor of mathematics and astronomy, 1888-94.
- *GOUCHER, JOHN F., A.B., A.M., D.D., LL.D.,
President, 1890-08, president emeritus, 1908-22.
- *GUTH, WILLIAM WESTLEY, A.B., S.T.B., PH.D., LL.D.,
President, 1913-29.
- HALL, A. SAGER, PH.D.,
Associate professor of natural sciences, 1888-89, chemistry, biology, botany, 1889-90, zoology and botany, 1890-93.
- HALL, ALICE T., M.D.,
(Mrs. Chapman, 1891.)
Professor of physical training and hygiene, director of gymnasium, 1889-92.
- HAWES, RAYMOND P., PH.D.,
Assistant professor of philosophy and psychology, 1920-21, philosophy, 1921-23, associate professor, 1923-30, professor, 1930-.

* Deceased.

*HINTZE, A. LAURA, PH.D.,

Instructor in physiology and hygiene, 1928-29, assistant professor,
1929-Oct. 1935.

*HODELL, CHARLES W., PH.D.,

Associate professor of English language and literature, 1897-99,
professor, 1899-12.

HODGE, MARY ASHMUN, M.D.,

Associate physician, 1925-27; professor of physiology and hygiene,
1927-.

HONEYWELL, HANNAH E., PH.D.,

Assistant professor of physiology, 1923-24.

HOPKINS, ANNETTE B., PH.D.,

Instructor in English, 1911-14, associate professor, 1914-18, pro-
fessor, 1918-.

*HOPKINS, WILLIAM H., PH.D.,

President, 1886-90, acting president, 1890-91; professor of Greek
and Latin, 1890-91; professor of Latin, 1891-15, professor emeritus,
1915-19.

JERVIS, N. PARKES,

Instructor in physical training, 1916-17; director of the gymnasium,
1917-21.

JESSE, CAROLINE E., A.M.,

Instructor in French, 1913-14; reappointed instructor in French and
Spanish, 1915-17, assistant professor, 1917-19.

KELLER, MAY L., PH.D.,

Associate professor of English, 1906-14.

KELLEY, LOUISE, PH.D.,

Assistant professor of chemistry, 1920-23, associate professor, 1923-30,
professor, 1930-.

*KELLICOTT, WILLIAM E., PH.D.,

Professor of biology, 1906-18.

KING, JESSIE L., PH.D.,

Instructor in physiology, 1911-15, associate professor, 1915-19,
professor, 1919-.

KINGSLEY, HOWARD L., PH.D.,

Assistant professor of psychology, 1925-27.

* Deceased.

- KIRK, HARRIS E., D.D., LL.D.,
Lecturer on Biblical literature, 1925-28, professor, 1928-.
- KNAPP, ELLA ADELAIDE, PH.D.,
Associate professor of English, 1905-06; associate professor of rhetoric,
1906-11.
- KUHL, ERNEST P., PH.D.,
Professor of English, 1918-25.
- LAHEY, RICHARD,
Visiting professor of fine arts, 1936-37, professor, 1937-.
- LANGDON, LADEMA MARY, PH.D.,
Instructor in biology, 1920-23, assistant professor, 1923-34, asso-
ciate professor, 1934-.
- *LATHE, AGNES M., A.M.,
Instructor in English, 1894-95, associate professor, 1895-98.
- LEMMI, CHARLES W., PH.D.,
Assistant professor of Italian and French, 1921-27, associate professor,
1927-37, professor, 1937-.
- LEWIS, FLORENCE P., PH.D.,
Instructor in mathematics, 1908-11, associate professor, 1911-20,
professor, 1920-; exchange professor, Wellesley College, 1918-19.
- LLOYD, HOWARD HUNTLEY, PH.D.,
Instructor in chemistry, 1916-17, associate professor, 1917-19,
professor, 1919-.
- LOCKTON, GRACE, B.D.,
Assistant professor of Biblical literature, 1930-31.
- *LONGLEY, WILLIAM H., Sc.D., PH.D., LL.D.,
Instructor in biology, 1911-14; associate professor of botany, 1911-14,
professor, 1914-19; professor of biology, 1919-March 1937.
- LONN, ELLA, PH.D.,
Instructor in history, 1918-19, assistant professor, 1919-20, associate
professor, 1920-24, professor, 1924-.
- LORD, ELEANOR LOUISA, PH.D.,
Instructor in history, 1897-00, associate professor, 1900-04, profes-
sor, 1904-20; dean, 1910-20.
- LOVELL, HELEN L., A.B.,
Associate in Greek and Latin, 1890-91, associate professor, 1891-92;
associate professor of Greek, 1892-93.

* Deceased.

- *McCARTY, STELLA A., PH.D.,
Instructor in education, 1915-18, assistant professor, 1918-22,
associate professor, 1922-26, professor, 1926-36.
- McCASLAND, SELBY VERNON, TH.B., PH.D.,
Professor of Biblical literature, 1928-.
- McCURLEY, MARY T., A. M.,
Vocational secretary, 1923-; assistant to the president, 1933-.
- McDANELL, LOUISE, PH.D.,
Associate professor of home economics, 1st semester, 1917-18.
- McDOUGAL, IVAN EUGENE, PH.D.,
Associate professor of economics and sociology, 1924-31, professor,
1931-.
- McHALE, KATHRYN, PH.D.,
Instructor in education, 1920-22, assistant professor, 1922-26,
associate professor, 1926-27, professor, 1927-35, non-resident pro-
fessor, 1935-.
- *MAGRUDER, J. W., A.B., B.D., D.D.,
Lecturer in social science, 1910-18.
- *MALTBIE, WILLIAM H., PH.D.,
Instructor in mathematics and physics, 1894-95; associate professor
of mathematics, 1895-98, professor, 1898-10; registrar, 1903-07.
- MARTI, FRITZ, PH.D.,
Instructor in philosophy, 1925-30, assistant professor, 1930-32.
- MASON, ELIZABETH C., A.B.,
Student counselor, 1919-31.
- MAST, SAMUEL O., PH.D.,
Associate professor of biology, 1908-10, professor of botany, 1910-11.
- MATHIESEN, ANNA, PH.D.,
Instructor in psychology, 1929-32, assistant professor, 1932-36,
associate professor, 1936-.
- MAY, ELIZABETH STOFFREGEN, PH.D.,
Instructor in economics, 1931-34, assistant professor, 1934-37,
associate professor, 1937-.
- MEAD, BENNET L., A.M.,
Assistant professor of economics, 1930-31.

* Deceased.

- MEEKS, LESLIE HOWARD, PH.D.,
Assistant professor of English, 1926-28.
- MERRITT, ELIZABETH, PH.D.,
Instructor in political science, 1921-23, assistant professor, 1923-Feb. 1934.
- METCALF, MAYNARD, PH.D.,
Associate professor of biology, 1893-95, professor, 1895-06.
- MILLER, ANNA IRENE, PH.D.,
Instructor in English, 1917-20, assistant professor, 1920-24, associate professor, 1924-32, professor, 1932-.
- MINOR, JESSIE ELIZABETH, PH.D.,
Assistant professor in chemistry, 2d semester, 1917-18.
- MITCHELL, FRANCES, PH.D.,
(Mrs. Hans Froelicher, 1888.)
Associate professor of German language and literature, 1888-90; reappointed instructor in German, 1895-01, reappointed instructor, 1922-23.
- MITCHELL, MARY V., M.D.,
Professor of physical training and hygiene, 1892-94; director of gymnasium, 1892-93.
- MOMENT, GAIRDNER BOSTWICK, PH.D.,
Instructor in biology, 1932-37, assistant professor, 1937-.
- NAESETH, HENRIETTE, PH.D.,
Assistant professor of English, 1931-32.
- NICOLSON, MARJORIE H., PH.D.,
Assistant professor of English, 1923-26.
- NITCHIE, ELIZABETH, PH.D.,
Instructor in English, 1918-20, assistant professor, 1920-23, associate professor, 1923-30, professor, 1930-.
- NOBLE, EUGENE ALLEN, S.T.D.,
President, 1908-11.
- *NORTH, LILA V., A.B.,
Associate professor of Greek, 1898-11.
- NOYES, MARY C., A.M.,
Associate professor of physics, 1891-93.

* Deceased.

OBERG, GULLI J.,

Instructor in gymnastics, 1891-94; director of gymnasium, 1893-94.

OTTO, BELLE, A. M.,

Instructor in chemistry, 1928-38, assistant professor, 1938-.

PAINE, ROBERT TREAT, JR.,

Visiting lecturer in fine arts, 2d term, 1937-38.

PANCOAST, ELINOR, PH.D.,

Instructor in economics, 1924-25, assistant professor, 1925-29, associate professor, 1929-32, professor, 1932-; acting dean, 1930-31.

PEEBLES, FLORENCE, PH.D.,

Instructor-elect in biology, 1898-99, instructor, 1899-02, associate professor, 1902-06.

PELLET, ELEANOR J., A.M.,

Instructor in French and Italian, 1919-20, assistant professor, 1920-21.

PELISSIER, ADELINÉ, Brevet Supérieur,

Associate professor of French, 1918-24.

PETERS, IVA LOWTHER, PH.D.,

Associate professor of economics and sociology, 1920-22, professor, 1922-26.

PETRAN, LAURENCE A., MUS.M., PH.D., Artist Diploma, F.A.G.O.,

Instructor in music, 1935-38, assistant professor, 1938-.

PHILIPS, EDITH, Docteur de l'Université,

Assistant professor of French, 1923-29, associate professor, 1929-32.

PROBST, CARRIE MAE, A.B.,

Assistant registrar, 1904-07, registrar, 1907-.

QUEEN, STUART A., PH.D.,

Associate professor of constructive philanthropy, 1919-20.

QUINCER, CLARA, A.M.,

Instructor in education, 1929-37, assistant professor, 1937-.

REDDEN, ELIZABETH A., M.S.,

Instructor in economics and sociology, 1931-36, assistant professor, 1936-.

*REDE, WYLLYS, A.M., D.D.,

Lecturer in philosophy, 1911-13.

* Deceased.

- REUTER, E. B., PH.D.,
Associate professor of sociology, 1919-20.
- RICHES, CROMWELL A., PH.D.,
Instructor in political science, 1927-33, assistant professor, 1933-36,
associate professor, 1936-.
- RICHES, NAOMI, PH.D.,
Instructor in history, 1924-30, assistant professor, 1930-37, associate
professor, 1937-; director of admissions, 1934-.
- ROBERTSON, DAVID ALLAN, A.B., LITT.D., LL.D.,
President, 1930-.
- RODWAY, HILDA C.,
Instructor in physical training, 1904-08, reappointed instructor in
physical training, 1913-15, director, 1915-16.
- ROGERS, AGNES LOW, PH.D.,
Professor of education, 1918-23.
- ROSENBERG, JAKOB, PH.D.,
Visiting professor of fine arts, 2d term, 1935-36, visiting lecturer,
1938-.
- ROSSELET, JEANNE, PH.D.,
Assistant professor of French, 1930-.
- RUTHERFORD, ELIZABETH J., A.M.,
Instructor in psychology, 1921-27, assistant professor, 1927-36,
associate professor, 1936-; psychological counselor, 1933-.
- SCHOEFER, MATILDA,
Associate professor of art, 1895-02.
- SEIBERT, LOUISE CLERET, PH.D.,
Student assistant, 2d semester, 1918-19; assistant in French, 1919-21,
instructor, 1921-29, assistant professor, 1929-35, associate professor,
1935-.
- SHAFFER, ROBERT, PH.D.,
Assistant professor of English, 1919-20.
- SHEFLOE, JOSEPH S., PH.D.,
Associate professor of Romance language and literature, 1890-93,
professor, 1893-19; librarian, 1893-16.

- *SHELLEY, WILLIAM H., A.M.,
Principal, Girls' Latin School, 1891-94; member of academic staff,
1891-94.
- SHREVE, FORREST, PH.D.,
Associate professor of botany, 1906-08.
- SMITH, CLARA ELIZA, PH.D.,
Associate professor of mathematics, Wellesley exchange professor,
1918-19.
- SNEATH, GEORGE MARK, A.M.,
Assistant professor of English, 1916-18.
- SPENCER, ELEANOR PATTERSON, PH.D.,
Associate professor of art, 1930-36, professor, 1936-.
- STIMSON, DOROTHY, PH.D.,
Dean, 1921-; acting president, January-June, 1930; associate pro-
fessor of history, 1921-31, professor, 1931-.
- STONE, RALEIGH WEBSTER, PH.D.,
Assistant professor of economics, 1919-20.
- TAPLEY, DOROTHY, A.B.,
Assistant in physical education, 1928-30, instructor, 1930-37, assist-
ant professor, 1937-.
- TAYLOR, S. N., PH.D.,
Professor of physics, 1911-33, professor emeritus, 1933-.
- *THOMAS, THADDEUS P., PH.D.,
Instructor in history, 1892-94; associate professor of history and
sociology, 1894-98, professor, 1898-04; professor of economics and
sociology, 1904-15; professor of social science, 1915-34, professor emeri-
tus, 1934-36.
- TORREY, MARIAN M., PH.D.,
Instructor in mathematics, 1925-27, assistant professor, 1927-32,
associate professor, 1932-; assistant to the dean, 1937-.
- TUCKER, EMMA CURTISS, PH.D.,
Instructor in English, 1915-17, assistant professor, 1917-20.
- USTICK, WILLIAM LEE, A.M.,
Associate professor of English, 1928-Feb. 1932.
- *VAN DEMAN, ESTHER BOISE, PH.D.,
Associate professor of Latin and archaeology, 1902-06.

* Deceased.

- VAN DUYN, S. ELIZABETH, M.D.,
Resident physician and assistant professor of physiology and hygiene,
1920-34.
- *VAN METER, JOHN B., A.M., D.D., LL.D.,
Professor of logic, 1888-98, Bible and philosophy, 1888-14; dean,
1892-10; acting president, 1911-13; professor emeritus, 1914-15; dean
emeritus, 1915-30.
- VAN METER, JOHNETTA, A.B.,
Instructor in German, 1901-09, associate professor, 1909-15.
- VAN WINKLE, CHARLOTTE C., M.D.,
Assistant professor of hygiene, 1924-25.
- VILLARD, LÉONIE,
Visiting professor of English and American literature, 3d term,
1936-37.
- WANNAMAKER, OLIN D., A.M.,
Associate professor of English, 1908-09.
- WEBER, MARY D., A.M.,
Assistant in physics, 1917-21; reappointed as instructor in physics,
1924-34, assistant professor, 1934-38.
- *WELLES, MARY C., A.B.,
Instructor in Greek, 1893-94, associate professor, 1894-98.
- *WELSH, LILIAN, M.D., LL.D.,
Professor of physiology and hygiene and physical training, 1894-24;
medical adviser, 1909-24; professor emeritus, 1924-Feb. 1938.
- WHALER, JAMES, PH.D.,
Assistant professor of English, 1928-32, associate professor, 1932-37.
- WHEELER, RUTH, PH.D.,
Professor of home economics, 1918-21.
- WHITNEY, LOIS, PH.D.,
Assistant professor of English, 1923-26.
- *WILLIAMS, GRACE S., PH.D.,
Associate professor of Romance languages, 1907-15.
- WILLIAMS, MARY WILHELMINE, PH.D.,
Assistant professor of history, 1915-19, associate professor, 1919-20,
professor, 1920-.

* Deceased.

WINSLOW, CLINTON IVAN, PH.D.,

Instructor in political science, 1923-26, assistant professor, 1926-30, associate professor, 1930-33, professor, 1933-.

WINSLOW, OLA ELIZABETH, PH.D.,

Instructor in English, 1914-17, assistant professor, 1917-20, associate professor, 1920-30, professor, 1930-; assistant dean, 1919-21.

WOLF, OPAL MARIE, PH.D.,

Instructor in biology, 1936-37, assistant professor, 1937-.

YOUNG, ELIZABETH B., A.M.,

Assistant professor of education, 1929-Feb. 1931.

YOUNG, PHILENA, A.M.,

Assistant professor of chemistry, 1923-28.

Notes and References

CHAPTER I

¹ Thomas Woody, *A History of Women's Education in the United States*, vol. 1, p. 88.

² Harriet May Mills in *The Woman's Journal*, March 10, 1900.

³ *Ibid.*

⁴ By a charter amendment, April 3, 1890, the word "City" was dropped from the name of the College, and until 1910 the name of the institution was "The Woman's College of Baltimore."

⁵ MacCracken, *American Universities and Colleges*.

⁶ *Baltimore Sun*, May 28, 1933—A picture and a brief account of the College.

⁷ Bernard C. Steiner, *History of Education in Maryland*, p. 269.

⁸ *Ibid.*, p. 270.

⁹ For story of Cokesbury bell in Goucher Hall see Chapter III, "The Administration of President John Franklin Goucher."

¹⁰ Minutes of the Baltimore Annual Conference of the M. E. Church, 1884, p. 53.

¹¹ *Ibid.*, 1881, p. 35.

¹² *Ibid.*, p. 39.

¹³ *Ibid.*, 1882, p. 32.

¹⁴ *Ibid.*, 1883, p. 46.

¹⁵ *Ibid.*, p. 54.

¹⁶ *Baltimore Methodist*, Supplement, February 9, 1884.

¹⁷ Frank Roscoe Butler, "The Woman's College of Baltimore," *Southern States*, June 1893, pp. 197-208. Other north Italian churches also furnished suggestions that were worked into the design. For the significance of the architecture of the church building to that of the Goucher College group see Chapter III, "The Administration of President John Franklin Goucher."

¹⁸ Minutes of the Women's Educational Association, p. 4.

¹⁹ *Ibid.*, p. 2.

²⁰ *Ibid.*, p. 26.

²¹ *Ibid.*, p. 11.

²² Minutes of the Baltimore Annual Conference, 1884, pp. 20, 24-26, 48-52—Complete report.

²³ *Ibid.*, pp. 51-52.

²⁴ *Ibid.*, pp. 25-26.

²⁵ *Ibid.*, p. 35.

²⁶ Minutes of the special committee appointed by the Baltimore Annual Conference, p. 1.

²⁷ *Baltimore Methodist*, Supplement, June 7, 1884.

²⁸ *Baltimore Methodist*, November 15, 1884.

²⁹ *Baltimore Sun*, March 6, 1885.

³⁰ Minutes of the Baltimore Annual Conference, 1885, p. 29.

³¹ Quoted in an address of Dr. Goucher, June 1913; referred to in Dr. Van Meter's diary, February 1925.

³² Minutes of the Baltimore Annual Conference, 1885, p. 63.

³³ *Ibid.*, p. 69. A concise history of the origin of the College and its development up to 1894 was written by Dr. Van Meter as a chapter in Steiner, *History of Education in Maryland*, pp. 189-204.

³⁴ Minutes of the Baltimore Annual Conference, 1886, p. 84.

CHAPTER II

¹ *The Christian Advocate*, October 14, 1886. For further details about the architecture of the first buildings see Chapter III, "The Administration of President John Franklin Goucher."

² Minutes of The Corporators, p. 46; Minutes of the Baltimore Annual Conference, 1886, p. 84, 1887, p. 68.

³ *Ibid.*, 1923, p. 378.

⁴ The Woman's College of Baltimore, Program, 1890, p. 43.

⁵ Minutes of the Baltimore Annual Conference, 1890, p. 103.

⁶ Minutes of the Executive Committee, The Corporators, July 15, 1886.

⁷ The Woman's College of Baltimore, Prospectus, 1888, No. 1, p. 13.

⁸ *Kalends*, May 1908, p. 278.

⁹ *Goucher Alumnae Quarterly*, November 1932, pp. 6-10—Article by Dr. Maynard M. Metcalf.

¹⁰ Taylor and Haight, *Vassar*, p. 59.

¹¹ See Chapter III, "The Administration of President John Franklin Goucher."

¹² President Hopkins's report to the Baltimore Annual Conference, March 8, 1889.

¹³ *Kalends*, May 1908, p. 279.

¹⁴ John B. Van Meter in Steiner, *History of Education in Maryland*, p. 203.

¹⁵ *Ibid.*, p. 201.

¹⁶ 4th street was later called Twenty-third street.

¹⁷ Minutes of the Executive Committee, The Corporators, April 29, 1889.

¹⁸ Minutes of the Baltimore Annual Conference, 1889, p. 118.

¹⁹ Minutes of the Women's Educational Association, February 14, 1889.

²⁰ Florence Converse, *The Story of Wellesley*, p. 37.

²¹ Lilian Welsh, *Reminiscences of Thirty Years in Baltimore*, p. 120.

²² *Baltimore Sun*, December 11, 1889.

²³ Clipping from an unknown newspaper, dated December 11, 1889.

²⁴ "The First Years of the Woman's College," *Kalends*, May 1908, p. 170.

²⁵ Mrs. Elizabeth Billingslea Peebles, ex '26, in *Goucher Alumnae Quarterly*, May 1931, p. 30.

²⁶ Thomas Woody, *A History of Women's Education in the United States*, vol. 2, p. 185.

CHAPTER III

- ¹ Minutes of The Corporators, May 7, 1885.
- ² *Ibid.*, June 16, 1890.
- ³ Minutes of the Baltimore Annual Conference, 1891, p. 88.
- ⁴ *The Dickinsonian*, December 1896, p. 121.
- ⁵ Detroit, Michigan, *News Tribune*, February 9, 1919.
- ⁶ Gertrude B. Knipp, '97, in *Goucher Alumnae Quarterly*, May 1923, p. 44.
- ⁷ Minutes of the Baltimore Annual Conference, 1923, p. 380.
- ⁸ From an interview with Janet Goucher, '01 (Mrs. Henry C. Miller).
- ⁹ *The Dickinsonian*, December 1896, p. 122.
- ¹⁰ *Kalends*, January 1903, p. 55.
- ¹¹ Minutes of the Baltimore Annual Conference, 1923, p. 378.
- ¹² *Bulletin of Goucher College*, June 1919, p. 59.
- ¹³ *Kalends*, January 1903, p. 54; *Donnybrook Fair*, 1924, p. 147—A story about Mrs. Goucher, told by Mary Louise O'Neill, '96 (Mrs. Clyde B. Furst).
- ¹⁴ *Kalends*, February 1896, p. 119.
- ¹⁵ Minutes of the Baltimore Annual Conference, 1923, p. 377.
- ¹⁶ *Baltimore Methodism and the General Conference of 1908*, p. 64 (a pamphlet published by the Committee on Finance of the Baltimore Committee of Entertainment, Baltimore, 1908).
- ¹⁷ Minutes of the Baltimore Annual Conference, 1884, p. 160.
- ¹⁸ *Ibid.*, 1923, p. 378.
- ¹⁹ Theo Jacobs, '01, in *Goucher Alumnae Quarterly*, July 1932, p. 3.
- ²⁰ Anna Hoffman, '99 (Mrs. Francis J. Hall), in *Goucher Alumnae Quarterly*, May 1923, p. 7.
- ²¹ Minutes of the Baltimore Annual Conference, 1923, p. 379.
- ²² Statement of Mr. G. F. Sutherland, assistant treasurer of the Board of Foreign Missions of the Methodist Episcopal Church (1934).
- ²³ Charles H. Fahs, director of the Missionary Research Library, in *Missionary Review of the World*, November 1922, p. 879. The story of the opening of the Methodist mission work in Korea illustrates well Dr. Goucher's keen alertness to opportunities and his swift methods of taking advantage of them. When President Arthur in 1883 sent the first American minister to Korea, the Korean government, in appreciation, sent a special mission headed by the nephew of the Queen to visit this country. The group had for its interpreter Percival Lowell, whose brother afterward became president of Harvard. They travelled across the country on the Union Pacific. On the same train was Dr. Goucher. He noticed the delegation, garbed as they were in their native costume, became acquainted with them through their interpreter, and learned of their country and its needs. He invited the group to his home in Baltimore, which invitation was accepted. He secured publicity and the approval of his Mission Board, and in less than a year Methodist mission work was begun in the Hermit Kingdom (*Within the Gale*, pp. 7-8, a booklet issued for the semicentennial of the opening of the Methodist mission work in Korea).

²⁴ *New York Times*, July 27, 1922.

²⁵ *Missionary Review of the World*, November 1922, p. 878; Minutes of the Baltimore Annual Conference, 1923, p. 379; *Goucher Alumnae Quarterly*, May 1923, pp. 8, 9; *Manual of the Goucher Schools*, published in Lucknow, India, 1884.

²⁶ Bishop Cranston in *Methodist Review*, January 1923, p. 3.

²⁷ *Goucher Alumnae Quarterly*, May 1923, p. 10.

²⁸ *Methodist Review*, January 1923, p. 21; Charleston, West Virginia, *Mail*, December 20, 1908.

²⁹ *Missionary Review of the World*, November 1922, pp. 879-880.

³⁰ John R. Mott, *The Pastor and Modern Missions*, p. 131.

³¹ Authority of Dr. Frank G. Porter and Dr. Charles H. Fahs, both close friends of Dr. Goucher. Dates in Dr. Goucher's own handwriting on a paper prepared by Dr. Porter at Dr. Goucher's dictation. *Baltimore American*, December 21, 1919.

³² Paper prepared by Dr. Porter at Dr. Goucher's dictation. *New York World*, August 2, 1921.

³³ *Goucher Alumnae Quarterly*, May 1923, p. 7.

³⁴ *Missionary Review of the World*, November 1922, p. 880. Told to Dr. Fahs by Dr. Goucher on a visit to Alto Dale. Letter from Charles H. Fahs dated July 11, 1934. Also confirmed by Dr. Porter.

³⁵ Bishop Cranston in *Methodist Review*, January-February 1923, p. 18.

³⁶ *Baltimore Sun*, August 27, 1911.

³⁷ *Ibid.*

³⁸ *In Memoriam—John Franklin Goucher*, Morgan College, July 27, 1922.

³⁹ Minutes of the Baltimore Annual Conference, 1923, p. 377.

⁴⁰ Diary of Dr. Goucher, September 25, 1869.

⁴¹ Bishop Cranston in *Methodist Review*, January-February 1923, p. 11.

⁴² *Baltimore Sun*, August 27, 1911.

⁴³ Statement made by Joe Anna Ross, '95 (Mrs. Omar B. Pancoast).

⁴⁴ *Kalends*, October 1890, p. 8.

⁴⁵ Minutes of The Corporators, May 27, 1890.

⁴⁶ A. B. Bibbins, *Fortieth Anniversary Retrospect*, April 24, 1930 (pamphlet).

⁴⁷ Minutes of the Executive Committee, The Corporators, February 20, 1891.

⁴⁸ Minutes of The Corporators, April 23, 1891.

⁴⁹ Minutes of the Board of Trustees, November 4, 1891.

⁵⁰ *Ibid.*, April 20, 1892.

⁵¹ *Ibid.*, June 8, 1892.

⁵² *Ibid.*

⁵³ Mr. James E. Hooper, a trustee for some years, was also a son of Catherine Hooper.

⁵⁴ Minutes of the Faculty, October 14, 1890.

⁵⁵ Report of Dr. Maltbie, registrar, November 12, 1903.

⁵⁶ Minutes of the Board of Control, February 8, 1892, p. 49.

⁵⁷ Report of President Goucher, November 8, 1892.

⁵⁸ *Kalends*, November 1892, pp. 1, 9.

⁵⁹ *Baltimore Methodist*, November 10, 1892.

- ⁶⁰ *Kalends*, April 1893, p. 55.
- ⁶¹ The Woman's College of Baltimore, Program, 1895, p. 23.
- ⁶² Minutes of the Board of Control, December 13, 1898, January 31, 1899.
- ⁶³ Minutes of the Executive Committee, Board of Trustees, May 20, 1893.
- ⁶⁴ Minutes of the Board of Control, October 24, 1894.
- ⁶⁵ *Baltimore Methodist*, October 19, 1894.
- ⁶⁶ *Goucher Alumnae Quarterly*, July 1929, pp. 27-28.
- ⁶⁷ Minutes of the Executive Committee, The Corporators, September 8, 1890.
- ⁶⁸ Minutes of the Executive Committee, Board of Control, September 7, 1891.
- This building afterward became Vanaheim Hall.
- ⁶⁹ *Kalends*, February 1894, p. 46.
- ⁷⁰ *Jaelamkli Leaflet*, January 1891, p. 1.
- ⁷¹ The Woman's College of Baltimore, Program, 1893-94, p. 28.
- ⁷² *Goucher Alumnae Quarterly*, July 1929, p. 27.
- ⁷³ The Woman's College of Baltimore, Program, 1889-90, p. 35, 1893-94, p. 31.
- ⁷⁴ See Chapter IX, "The Development of the Curriculum."
- ⁷⁵ Minutes of the Board of Control, April 20, 1892.
- ⁷⁶ *Ibid.*, May 5, 1892.
- ⁷⁷ *Ibid.*, June 7, 1892.
- ⁷⁸ Harriet Stratton Ellis, '92 (Mrs. Eugene Levering), in *Goucher Alumnae Quarterly*, June 1932, p. 35.
- ⁷⁹ Told to Mrs. Knipp by Dr. Goucher.
- ⁸⁰ Minutes of the Board of Control, June 7, 1892.
- ⁸¹ *New York Tribune*, June 5, 1892, June 12, 1892.
- ⁸² *Baltimore Sun*, June 10, 1892.
- ⁸³ *New York Tribune*, June 12, 1892.
- ⁸⁴ *Goucher Alumnae Quarterly*, July 1932, p. 36—Forty years later these five women, their circle at that time unbroken, met at the College for their anniversary celebration.
- ⁸⁵ Minutes of the Board of Control, March 12, 1901, April 25, 1901.
- ⁸⁶ *The Baltimore News*, May 15, 1926. On May 31, 1926, when the exercises were held in the Maryland Casualty Building, the time for them was changed to morning, and this plan has continued ever since.
- ⁸⁷ Minutes of the Executive Committee, The Corporators, October 16, 1890; Minutes of the Faculty, October 3, 1890, October 14, 1890.
- ⁸⁸ *Kalends*, November 1894, p. 48; *Bulletin of Goucher College*, June 1917, p. 66. In a letter from Mr. Bibbins dated September 19, 1924, there is this account of the fossils: "Though my collections included quite a wide range of both plant and animal remains, more particularly the gigantic Dinosauria of the iron mines and the Cycaderideae ("Cycads"), Sequoia and Tree-ferns (silicified)—Professor Ward's address related more particularly to the Cycads to the collection of which rarities, Ward, Fontaine, and myself contributed a monograph for the U. S. Geological Survey (Vols. 47 and 48). This rather fortunate opportunity carried the story of Goucher's discoveries to the ends of the earth. The collection numbered some 125 trunks and fragments and a half dozen or more new species . . . for one (of which) a superb 100 lb. type specimen—the handsomest of the collection—I suggested the name "Cyc-

deridea Goucheriana." Another beauty was named "C. Fisherae" for Mrs. Goucher. These Maryland natural objects are so rare that no geologist has ever yet unaided found a specimen in the field. Mine were obtained by careful widespread inquiry especially among the older farmers of the belt where the fossils were known or believed to occur. I have been much gratified to learn from others who know about such matters that our collection proved to be one of the finest paleobotanic series in the world. This explains the eagerness of the National Museum to have its control. The late President Guth . . . exchanged (with the National Museum) the entire collection, for some undoubtedly useful material . . . whose intrinsic value, however, would be far outweighed by a single one of the better class of Cycaderidea."

⁸⁹ New York *Tribune*, November 8, 1891.

⁹⁰ *The Baltimore News*, November 7, 1895; *Baltimore Sun*, November 8, 1895.

⁹¹ *Ibid.*, November 18, 1898.

⁹² Minutes of the Board of Trustees, November 17, 1898. About this time the special visits from the Conference representatives ceased.

⁹³ Minutes of the Faculty, May 12, 1891. By-laws of the College amended February 23, 1891, Articles V and VI. In September 1892, the Latin School teachers were no longer included.

⁹⁴ Minutes of the Board of Control, April 18, 1891.

⁹⁵ Minutes of the Executive Committee, Board of Trustees, September 7, 1891.

⁹⁶ *Donnybrook Fair*, 1932, p. 26—An appreciation of Miss Probst.

⁹⁷ Minutes of the Executive Committee, Board of Trustees, December 27, 1904; *Bulletin of Goucher College*, June 1917, pp. 29-30.

⁹⁸ Minutes of the Board of Control, May 8, 1900.

⁹⁹ *Bulletin of the Woman's College of Baltimore*, December 1905, p. 5.

¹⁰⁰ Minutes of the Board of Control, January 12, 1897, January 25, 1897.

¹⁰¹ *Bulletin of the Woman's College of Baltimore*, February 1906, p. 11—The Bureau of Appointments and Vocational Guidance was not set up until President Guth's Administration, see Chapter VI. For the history of this Bureau see article by Mary T. McCurley, '10, vocational secretary, *Bulletin of Goucher College*, June 1929, p. 3.

¹⁰² For further details see Chapter X, "Student Life."

¹⁰³ Minutes of the Executive Committee, Board of Trustees, May 30, 1893.

¹⁰⁴ The Woman's College of Baltimore, Program, 1893-94.

¹⁰⁵ Minutes of the Faculty, May 20, 1891.

¹⁰⁶ *Kalends*, February 1894, p. 38.

¹⁰⁷ *Donnybrook Fair*, 1929, pp. 24-25.

¹⁰⁸ Minutes of the Board of Control, December 17, 1903, January 12, 1904, November 8, 1904.

¹⁰⁹ *Kalends*, February 1904, p. 95.

¹¹⁰ Minutes of the Board of Control, April 3, 1894.

¹¹¹ *Ibid.*, November 13, 1893.

¹¹² "Directory of Alumnae and Non-Graduates," *Bulletin of Goucher College*, February 1929, p. 307; Minutes of the Board of Control, October 27, 1908.

¹¹³ The Woman's College of Baltimore, Program, 1898; *Baltimore American*, February 2, 1898; Minutes of the Board of Control, March 29, 1899.

¹¹⁴ See Chapter IV, "The Administration of President Eugene Allen Noble."

Bulletin of Goucher College, February 1918, pp. 178-181—A list of the fellows up to 1917-18.

¹¹⁵ *Kalends*, October 1904, p. 287. Date of Charter, September 7, 1904.

¹¹⁶ Minutes of the Board of Control, September 22, 1904.

¹¹⁷ *Kalends*, October 1904, p. 306.

¹¹⁸ *Bulletin of the Woman's College of Baltimore*, June 1905, p. 1.

¹¹⁹ The Woman's College of Baltimore, Program, 1893-94, p. 56; *New York Tribune*, December 18, 1892—In 1892, the faculty, seeing the beneficial results which the students gained from the regular exercises in the gymnasium, formed a class for themselves.

¹²⁰ *Baltimore Sun*, December 14, 1889.

¹²¹ *Ibid.*

¹²² *Ibid.*, April 14, 1893.

¹²³ *New York Tribune*, January 22, 1893.

¹²⁴ Lilian Welsh, *The Significance of Goucher College for Medicine* (pamphlet), published by Goucher College, March 1916.

¹²⁵ The Woman's College of Baltimore, Program, 1908, p. 71.

¹²⁶ *Bulletin of the Woman's College of Baltimore*, April 1906, p. 2.

¹²⁷ Elinor Pancoast in *Goucher Alumnae Quarterly*, May 1936, p. 49.

¹²⁸ Frank Roscoe Butler, "The Woman's College of Baltimore," *Harper's Bazaar*, September 11, 1897.

¹²⁹ Minutes of the Board of Control, November 9, 1891, November 14, 1899.

¹³⁰ *Ibid.*, February 23, 1892.

¹³¹ See Chapter X, "Student Life," section on Clubs and Organizations.

¹³² Minutes of the Board of Control, November 14, 1899.

¹³³ *Kalends*, April 1904, p. 168.

¹³⁴ *Donnybrook Fair*, 1901, p. 125.

¹³⁵ Minutes of the Executive Committee, Board of Trustees, April 16, 1903.

¹³⁶ *Kalends*, February 1903, pp. 104-105.

¹³⁷ *Ibid.*, January 1904, p. 99.

¹³⁸ *Ibid.*, April 1903, p. 170.

¹³⁹ Statement of Katherine Haven Hilliard, '92.

¹⁴⁰ The Woman's College of Baltimore, Program, 1891-92, p. 14.

¹⁴¹ *Ibid.*, p. 11.

¹⁴² *Kalends*, March 1902, p. 153.

¹⁴³ *Ibid.*, December 1903, p. 65.

¹⁴⁴ Published by Macmillan, 1905. *Baltimore Sun*, March 1, 1905.

¹⁴⁵ *Kalends*, June 1893, p. 84.

¹⁴⁶ *Baltimore Methodist*, May 9, 1895—In this paper there is an item connected with the reception given to Dr. and Mrs. Goucher on their return. "One of the attractive features of the evening was the illumination by electricity which has recently been put in the College. Several of the incandescent lights were arranged to form the word 'Salve' which was conspicuous just opposite the door."

¹⁴⁷ Clipping from an unknown paper, probably *The Christian Advocate* (New York), dated August 29, 1895; *Baltimore Sun*, August 7, 1895.

¹⁴⁸ *Ibid.*, March 5, 1893; *Goucher Alumnae Quarterly*, February 1933, pp. 3-5.

¹⁴⁹ *Baltimore Sun*, April 14, 1894.

¹⁵⁰ Minutes of the Board of Control, January 23, 1906.

¹⁵¹ Lilian Welsh, *Reminiscences of Thirty Years in Baltimore*, pp. 106-107.

¹⁵² *The Baltimore News*, April 27, 1898.

¹⁵³ *Baltimore Sun*, April 27, 1898.

¹⁵⁴ *Kalends*, February 1899, p. 114.

¹⁵⁵ Dr. Morgan was active, also, in work for the education of negroes, and to Morgan College, named for him, he bequeathed ground rents yielding an annual income of \$864.

¹⁵⁶ *Kalends*, January 1903, p. 53.

¹⁵⁷ *Ibid.*, pp. 68-69; *Donnybrook Fair*, 1904, p. 19; Minutes of the Alumnae Association, June 6, 1905, pp. 10-11—Resolutions of the Alumnae Association.

¹⁵⁸ Joseph S. Shefloe in *Kalends*, June 1905, pp. 299-300.

¹⁵⁹ Edith Latané, '96, *ibid.*, p. 296.

¹⁶⁰ *Goucher Alumnae Quarterly*, July 1932, pp. 127, 131-132, November 1932, p. 53, February 1933, p. 58. The choice of the date was approved by the Alumnae Association and the Alumnae Council in 1932. The first Goucher Day was observed March 22, 1933.

¹⁶¹ *New York Tribune*, March 31, 1892.

¹⁶² *The Baltimore News*, May 17, 1893.

¹⁶³ The Woman's College of Baltimore, Programs, 1893, 1894.

¹⁶⁴ *Kalends*, June 1898, p. 218.

¹⁶⁵ *Donnybrook Fair*, 1932, pp. 170-171; *Students' Handbook*, 1919-20, p. 29; Goucher College Catalogue, 1934-35, pp. 153-156.

¹⁶⁶ Lewis Mumford, *The Brown Decades*, pp. 114-116, 127-129.

¹⁶⁷ The original assembly hall seated only four or five hundred and was much less attractive than the present room. The structure was enlarged, under the direction of W. W. Emmart of Baltimore in 1916, to provide for the present college auditorium, which seats more than eleven hundred persons. See Chapter VI, "The Administration of President William Westley Guth."

¹⁶⁸ *Baltimore Methodist*, October 27, 1892.

¹⁶⁹ *Baltimore Methodism and General Conference of 1908*, pp. 72, 74 (see note 16).

¹⁷⁰ Statement of Ruthella Mory, '97 (Mrs. Arthur B. Bibbins).

¹⁷¹ Bernard C. Steiner, *History of Education in Maryland*, p. 243.

¹⁷² *Epworth Herald*, November 23, 1895.

¹⁷³ Frank Roscoe Butler, "The Woman's College of Baltimore," *Harper's Bazaar*, September 11, 1897.

¹⁷⁴ *Baltimore Sun*, March 12, 1898.

¹⁷⁵ *Ibid.*, February 20, 1899, May 24, 1899; Minutes of the Board of Control, March 9, 1899, April 12, 1899.

¹⁷⁶ Lilian Welsh, *The Significance of Goucher College for Medicine* (pamphlet), published by Goucher College, March 1916, pp. 5, 6. At the time this article was written, six alumnae had been graduated from the Johns Hopkins Medical School, and four others were studying there for the medical degree.

¹⁷⁷ *Kalends*, May 1897, p. 188.

¹⁷⁸ *Baltimore Evening Sun*, March 15, 1913—Quoted by Dr. Goucher.

¹⁷⁹ *Baltimore Sun*, May 20, 1897—Editorial by J. H. Hollander.

¹⁸⁰ *Report of the U. S. Commissioner of Education*, 1890-91, vol. 2, p. 1414.

¹⁸¹ *Ibid.*, 1887-88, vol. 2, p. 586. In 1886-87 there were seven women's colleges included, *ibid.*, 1886-87, vol. 2, pp. 643, 645; in 1888 there were eight, *ibid.*, 1888-89, vol. 2, pp. 1073, 1078. Thomas Woody, *A History of Women's Education in the United States*, vol. 2, p. 185.

¹⁸² *Report of the U. S. Commissioner of Education*, 1897-98, vol. 1, p. 1888.

¹⁸³ *Bulletin of the Woman's College of Baltimore*, February 1906, p. 9.

¹⁸⁴ Kendrick C. Babcock, *A Classification of Universities and Colleges with Reference to the Bachelor's Degree*, p. 15.

¹⁸⁵ *Baltimore Evening Sun*, March 15, 1913; Report of President Goucher to the Trustees, November 1, 1893.

¹⁸⁶ William W. Guth in *Kalends*, March 1916, p. 178.

¹⁸⁷ Four times before, the Baltimore Annual Conference had started colleges which did not continue: Cokesbury College, Asbury College, Baltimore Female College, Mt. Washington Female College. Cokesbury College, which the Christmas Conference of 1784 decided to found, was opened in 1787 with twenty-five students. In 1791, it had seventy, which was about its maximum number. The small attendance is enough to explain the fact that it was soon in debt, though ten thousand pounds in all was collected from a new denomination weak in numbers. The collegiate department was suspended in 1795, and the same year a fire, probably of incendiary origin, burned the college to the ground. The school was removed from its original site at Abingdon to a building on Light Street, Baltimore. But this building was burned exactly one year later by a fire which was not incendiary. This was the end of Cokesbury College. (Bernard C. Steiner, *History of Education in Maryland*, pp. 229-245, and *Cokesbury College*, a brochure of 25 pages.) Bishop Asbury died in 1816, and in that year Asbury College, located on the corner of Park Avenue and Franklin Street, Baltimore, was founded in his memory. It lasted only a short time. (Steiner, *History of Education in Maryland*, pp. 247-254.) Baltimore Female College, under the patronage of the Methodist Episcopal Church, was opened on lower St. Paul Street. In 1848, it became non-denominational, and in 1890 ceased to exist. (Steiner, *History of Education in Maryland*, p. 269; *Baltimore Sun*, May 28, 1933.) Mt. Washington Female College was founded in 1866, but the following year, unable to pay for its property, it was sold to the Roman Catholic Church. (Steiner, *History of Education in Maryland*, p. 270.)

¹⁸⁸ Report of President Goucher to Board of Trustees, November 17, 1898, November 22, 1910.

¹⁸⁹ Minutes of the Board of Trustees, November 6, 1895, November 5, 1896.

¹⁹⁰ *Bulletin of the Woman's College of Baltimore*, January 1905, p. 1.

¹⁹¹ Report of President Goucher to Board of Trustees, November 6, 1895.

¹⁹² *Ibid.*, November 17, 1898.

¹⁹³ Note by Dr. Frank G. Porter on ms. of President Goucher's report of November 17, 1898.

¹⁹⁴ Report of President Goucher to Board of Trustees, November 17, 1898.

¹⁹⁵ Minutes of the Baltimore Annual Conference, 1902, p. 49.

¹⁹⁶ Report of President Goucher to Board of Trustees, November 16, 1904.

¹⁹⁷ *Western Christian Advocate*, March 9, 1904.

¹⁹⁸ *Central Christian Advocate*, March 23, 1904; *The Baltimore Fire—A Glimpse* (booklet).

¹⁹⁹ Letter dated March 1, 1904, and signed by Edward Andrews, president, and William F. McDowell, secretary.

²⁰⁰ *Western Christian Advocate*, March 9, 1904; *The Baltimore Fire—A Glimpse*, pp. 17, 20, 25, 27 (booklet).

²⁰¹ Report of President Goucher to Board of Trustees, November 21, 1905.

²⁰² Minutes of the Board of Trustees, November 21, 1905.

²⁰³ *Kalends*, June 1906, p. 243—Editorial.

²⁰⁴ Report of President Goucher, Commencement, June 5, 1906.

²⁰⁵ *Baltimore Sun*, June 7, 1906—Editorial. To the Executive Committee of Board of Trustees, January 1, 1908, Dr. Goucher reported the receipt of \$25,000 from Mr. Carnegie.

²⁰⁶ Minutes of the Baltimore Annual Conference, 1907, p. 101.

²⁰⁷ Minutes of the Board of Trustees, November 17, 1908.

²⁰⁸ *Ibid.*, November 20, 1906.

²⁰⁹ *Ibid.*, November 21, 1907.

²¹⁰ *Kalends*, December 1906, pp. 56-57; *Baltimore Sun*, October 9, 1906.

²¹¹ *Kalends*, February 1908, pp. 142-144.

²¹² Minutes of the Baltimore Annual Conference, 1908, p. 115.

²¹³ *Ibid.*, March 1891, p. 90.

²¹⁴ Report of President Goucher, Commencement, June 5, 1906.

²¹⁵ *Ibid.*

²¹⁶ The Woman's College of Baltimore, Program, 1905, p. 4.

²¹⁷ Report of President Goucher, Commencement, June 5, 1906.

²¹⁸ The Woman's College of Baltimore, Program, 1905, pp. 19, 27.

²¹⁹ *Ibid.*, 1908, p. 26; *Bulletin of Woman's College of Baltimore*, February 1906, p. 5.

²²⁰ For details see Chapter X, "The Development of the Curriculum."

²²¹ Frank Roscoe Butler, "The Woman's College of Baltimore," *Harper's Bazaar*, September 11, 1897.

²²² *Goucher Alumnae Quarterly*, November 1932, p. 8.

²²³ *Ibid.*, May 1923, pp. 17-19.

²²⁴ *Proceedings of the 14th Annual Convention of the Association of Colleges and Preparatory Schools of the Middle States and Maryland*, 1900, pp. 24, 26, 28, 29. In his opening address before the New England Association of Colleges and Preparatory Schools held at Harvard University October 13, 1899, President Goucher spoke of his ideas of the size, equipment, and curriculum of a woman's college; reprinted in a booklet entitled: "The College Education of Women."

²²⁵ Lilian Welsh, *Reminiscences of Thirty Years in Baltimore*, p. 131.

²²⁶ *Goucher Alumnae Quarterly*, May 1923, pp. 17-19.

²²⁷ *Ibid.*

²²⁸ Minutes of The Corporators, June 16, 1890.

²²⁹ *Kalends*, May 1908, p. 271.

²³⁰ *Goucher Alumnae Quarterly*, May 1923, p. 19.

CHAPTER IV

- ¹ Minutes of the Board of Trustees, November 21, 1907.
- ² *The Baltimore News*, May 28 (?), 1908; *Who's Who in America*, 1932-33.
- ³ *Baltimore American*, May 26, 1908.
- ⁴ *Who's Who in America*, 1932-33.
- ⁵ *Baltimore Sun*, May 26, 1908.
- ⁶ *Baltimore American*, May 26, 1908.
- ⁷ *Kalends*, June 1908, p. 359.
- ⁸ Eugene A. Noble, "The Woman's College Woman," *Kalends*, November 1908, p. 4.
- ⁹ *Kalends*, November 1908, p. 31.
- ¹⁰ Minutes of the Board of Trustees, May 25, 1908.
- ¹¹ *Donnybrook Fair*, 1910, p. 56, 1911, p. 70.
- ¹² *Ibid.*, 1912, p. 59.
- ¹³ *Ibid.*, 1910, p. 165.
- ¹⁴ Frank Roscoe Butler, "The Woman's College of Baltimore," *Southern States*, June 1893, p. 198.
- ¹⁵ *New York Tribune*, September 15, 1894.
- ¹⁶ *Baltimore Sun*, January 29, 1898.
- ¹⁷ *Ibid.*
- ¹⁸ *The Baltimore News*, February 22, 1898.
- ¹⁹ Minutes of the Board of Trustees, June 2, 1908.
- ²⁰ *Ibid.*; *Baltimore Sun*, June 7, 1908; Eugene A. Noble, "To the Alumnae," *Kalends*, March 1910, pp. 180, 181.
- ²¹ *Ibid.*
- ²² Minutes of the Alumnae Association, May 30, 1908, p. 19; *Kalends*, December 1908, p. 79.
- ²³ *Donnybrook Fair*, 1911, p. 192—President Noble.
- ²⁴ Charter, January 26, 1885, Article II.
- ²⁵ Amendments to Charter, 1890, Section 6.
- ²⁶ Charter, 1910, Section 2.
- ²⁷ Minutes of the Baltimore Annual Conference, 1909, p. 28.
- ²⁸ Charter, 1910, By-Laws, Article III, Section 2.
- ²⁹ Charter, 1885, Article II.
- ³⁰ Charter, 1910, Section 2.
- ³¹ Charter, 1910, By-Laws, Article II, Section 1.
- ³² Minutes of the Board of Trustees, June 2, 1902.
- ³³ Minutes of the Executive Committee, Board of Trustees, May 12, 1902.
- ³⁴ Minutes of the Board of Trustees, November 20, 1902.
- ³⁵ *Ibid.*, February 2, 1910.
- ³⁶ Minutes of the Executive Committee, Board of Trustees, February 24, 1910.
- ³⁷ Report of President Noble to Board of Trustees, February 28, 1911; *Bulletin of Goucher College*, June 1911, p. 4.
- ³⁸ Minutes of the Executive Committee, Board of Trustees, March 16, 1909. A

sketch of Dr. Van Meter and an account of his service to the College is given in Chapter V.

³⁹ Dr. Van Meter was appointed Dean November 4, 1891, and began his service January 1, 1892.

⁴⁰ Minutes of the Board of Trustees, June 6, 1911.

⁴¹ *Kalends*, January 1911, p. 80.

⁴² Report of President Noble to Board of Trustees, February 28, 1911.

⁴³ *Donnybrook Fair*, 1912, p. 157.

⁴⁴ Lilian Welsh, *Reminiscences of Thirty Years in Baltimore*, p. 115.

⁴⁵ *Ibid.*, p. 163.

⁴⁶ See Chapter X, "Student Life."

⁴⁷ Minutes of the Executive Committee, Board of Trustees, February 2, 1908, November 3, 1908, March 16, 1909.

⁴⁸ *Ibid.*, January 10, 1908.

⁴⁹ Minutes of the Executive Committee, Board of Trustees, December 9, 1909; *Baltimore Sun*, March 8, 1910. Arthur B. Bibbins, *Fortieth Anniversary Retrospect* (pamphlet). Mr. Bibbins was a member of the Board of Directors of the Girls' Latin School.

⁵⁰ *Baltimore Sun*, April 2, 1909.

⁵¹ Minutes of the Board of Trustees, February 2, 1910; Minutes of the Executive Committee, Board of Trustees, April 2, 1913, June 10, 1913, April 14, 1914.

⁵² Minutes of the Board of Control, November 28, 1906, November 4, 1907.

⁵³ *Baltimore Sun*, November 15, 1908.

⁵⁴ Note in booklet printed in recognition of the Twentieth Anniversary of The Woman's College of Baltimore, November 13, 1908.

⁵⁵ *Kalends*, December 1908, p. 75.

⁵⁶ Minutes of the Board of Control, November 10, 1908; *Bulletin of Goucher College*, June 1910, p. 14.

⁵⁷ *Baltimore American*, June 9 (?), 1910.

⁵⁸ *Donnybrook Fair*, 1911, p. 175.

⁵⁹ *Kalends*, June 1910, p. 349; Minutes of the Alumnae Association, June 4, 1910, p. 11.

⁶⁰ Minutes of the Board of Control, May 12, 1908, June 4, 1908.

⁶¹ *Ibid.*, March 9, 1909, March 16, 1909. See Chapter IX, "The Development of the Curriculum."

⁶² *Ibid.*, September 22, 1908.

⁶³ *Ibid.*, May 21, 1909.

⁶⁴ *Ibid.*, May 31, 1910; *Kalends*, May 1911, p. 269.

⁶⁵ Lilian Welsh, *Reminiscences of Thirty Years in Baltimore*, p. 117; Report of President Noble, February 28, 1911; *Bulletin of Goucher College*, June 1911, p. 5.

⁶⁶ *Bulletin of Goucher College*, June 1909, pp. 1, 2; *Kalends*, November 1909, pp. 32, 33.

⁶⁷ *Kalends*, February 1911, p. 180, March 1911, p. 185.

⁶⁸ *Ibid.*, January 1909, p. 106.

⁶⁹ *Ibid.*, March 1911, p. XXIV, April 1911, p. XXIV.

- ⁷⁰ *Ibid.*, December 1910, p. 73; *Donnybrook Fair*, 1912, p. 160.
- ⁷¹ Lilian Welsh, *Reminiscences of Thirty Years in Baltimore*, p. 130.
- ⁷² *Bulletin of Goucher College*, June 1911, p. 12.
- ⁷³ Report of President Noble to Board of Trustees, February 28, 1911; *Bulletin of Goucher College*, June 11, pp. 6, 8.
- ⁷⁴ *Donnybrook Fair*, 1911, p. 193—President Noble.
- ⁷⁵ Report of President Noble to Baltimore Annual Conference, March 26, 1910, p. 126.
- ⁷⁶ Minutes of the Executive Committee, Board of Trustees, December 9, 1909, January 18, 1910.
- ⁷⁷ *Bulletin of Goucher College*, June 1910, p. 13.
- ⁷⁸ Goucher College, Catalogue, 1910, p. 79.
- ⁷⁹ Minutes of the Executive Committee, Board of Trustees, December 10, 1910.
- ⁸⁰ "Report of President Noble," *Bulletin of Goucher College*, June 1911, p. 10.
- ⁸¹ Minutes of the Executive Committee, Board of Trustees, November 3, 1908.
- ⁸² *Ibid.*, January 20, 1910.
- ⁸³ *Ibid.*, July 6, 1910.
- ⁸⁴ *Ibid.*, February 19, 1910.
- ⁸⁵ "Report of President Noble," *Bulletin of Goucher College*, June 1911, pp. 11, 12.
- ⁸⁶ Minutes of the Executive Committee, Board of Trustees, June 1, 1910.
- ⁸⁷ *Ibid.*, March 3, 1910.
- ⁸⁸ "Report of President Noble," *Bulletin of Goucher College*, June 1911, p. 8.
- ⁸⁹ Minutes of the Executive Committee, Board of Trustees, March 3, 1910.
- ⁹⁰ Minutes of the Board of Trustees, November 30, 1910.
- ⁹¹ *Ibid.*
- ⁹² Minutes of the Executive Committee, Board of Trustees, June 30, 1910.
- ⁹³ *Ibid.*, October 28, 1910.
- ⁹⁴ Minutes of the Board of Trustees, November 30, 1910.
- ⁹⁵ Minutes of the Executive Committee, Board of Trustees, December 10, 1910.
- ⁹⁶ *Ibid.*, October 28, 1910, December 10, 1910, March 24, 1911.
- ⁹⁷ *Bulletin of Goucher College*, June 1911, pp. 3-12—Full report.
- ⁹⁸ *Goucher Alumnae Quarterly*, November 1932, p. 8.
- ⁹⁹ *Kalends*, June 1911, p. 304.
- ¹⁰⁰ Lilian Welsh, *Reminiscences of Thirty Years in Baltimore*, p. 132.
- ¹⁰¹ Dr. Noble was president of Dickinson College, Carlisle, Pennsylvania, 1911-14. He has been executive secretary of the Juilliard Musical Foundation, New York, since its organization in 1920 (*Who's Who in America*, 1922-23).

CHAPTER V

¹ *Bulletin of Goucher College*, January 1915, p. 10—First annual report of President Guth.

² *Ibid.*, February 1917, p. 44—Statement of Mr. John T. Stone to the first Alumnae Council.

³ Minutes of the Executive Committee, Board of Trustees, July 3, 1911.

⁴ *Ibid.*, September 15, 1911; *Kalends*, November 1911, p. 32.

⁶ The material for the sketch of Dr. Van Meter, unless otherwise noted, is taken from his notebooks and journals, written for various purposes, and from notes made about his family at the time of his mother's death in 1905. This material was lent to the authors by his daughter, Miss Johnetta Van Meter.

⁶ Minutes of the Baltimore Annual Conference, 1930, p. 237—Memoir of John B. Van Meter, written by John T. Ensor.

⁷ Johnetta Van Meter was graduated from the Woman's College of Baltimore in the class of 1894. She was instructor in German at the College, 1901-09, associate professor, 1909-15. Lydia Van Meter was a special student at the College for several years. She married Dr. Charles Manning Child, who in 1916 became professor of zoology at the University of Chicago, and who is now professor emeritus. Dr. and Mrs. Child have one daughter (Mrs. Alexander Carstairs Findlay).

⁸ Minutes of the Baltimore Annual Conference, 1930, pp. 236-237—Memoir of John B. Van Meter, written by John T. Ensor.

⁹ Letter to Miss Van Meter, dated April 9, 1930.

¹⁰ *Bulletin of Goucher College*, June 1910, p. 7; *Kalends*, June 1914, p. 276.

¹¹ Dates taken from Dr. Van Meter's notebook. These are at variance with the ones given in *Who's Who in America*, 1928-29.

¹² See Chapter VI, "The Administration of President William Westley Guth."

¹³ Minutes of the Baltimore Annual Conference, 1885, p. 29. The Conference, at the same time that it recognized the labors of Dr. Van Meter on behalf of the College, commended those of Dr. Goucher. See Chapter I for the full details of Dr. Van Meter's part in the founding of the College.

¹⁴ *Ibid.*, 1882, pp. 21, 47; see Chapter I, "The Beginnings."

¹⁵ Dr. Van Meter was the only member of the teaching staff ever appointed to the Board of Trustees while in active service.

¹⁶ The Carnegie Foundation for the Advancement of Teaching, *Seventeenth Annual Report*, 1922, p. 28.—There is this statement: "Goucher College adopted the contractual system of retiring allowances on April 28, 1921. On November 4, it was added to the list of institutions that are associated with the Carnegie Foundation." It is well to note that it was seven full years before this, namely in 1914, that the "Foundation had the pleasure of granting a retiring allowance to Dr. Van Meter."

¹⁷ The Carnegie Foundation for the Advancement of Teaching, *Twenty-fifth Annual Report*, 1930, p. 152.

¹⁸ Minutes of the Executive Committee, The Corporators, April 2, 1888.

¹⁹ See Chapter III, "The Administration of President John Franklin Goucher."

²⁰ Minutes of the Executive Committee, The Corporators, July 15, 1886.

²¹ Minutes of the Faculty, April 15, 1889.

²² *Ibid.*, December 17, 1889.

²³ Dr. Van Meter's statement is included in the catalogue of 1934-35, p. 6. The New Plan of 1934 is in accord with his statement.

²⁴ Maynard M. Metcalf in *Goucher Alumnae Quarterly*, November 1932, p. 8.

²⁵ *The Baltimore News*, June 1, 1914.

²⁶ *Bulletin of Goucher College*, January 1915, p. 11—First annual report of President Guth.

- ²⁷ Lilian Welsh, "The Alumnae Association: A History," *Goucher Alumnae Quarterly*, May 1933, p. 36.
- ²⁸ *Donnybrook Fair*, 1902, p. 182.
- ²⁹ *Ibid.*, 1907, p. 134.
- ³⁰ *Ibid.*, 1901, p. 143.
- ³¹ Letter from Elizabeth F. Rogers, '12, to Miss Van Meter, April 1930.
- ³² *Kalends*, June 1902, p. 256.
- ³³ *Ibid.*, p. 232.
- ³⁴ *Donnybrook Fair*, 1909, p. 181.
- ³⁵ Report of the Dean to the President, November 10, 1902.
- ³⁶ Minutes of the Faculty, March 7, 1890.
- ³⁷ Lilian Welsh, *Reminiscences of Thirty Years in Baltimore*, p. 144.
- ³⁸ *Goucher Alumnae Quarterly*, January 1922, p. 1.
- ³⁹ *Kalends*, November 1906, p. 21.
- ⁴⁰ *Ibid.*, May 1890, p. 8.
- ⁴¹ *Goucher Alumnae Quarterly*, November 1932, p. 8.
- ⁴² Minutes of the Baltimore Annual Conference, 1930, p. 237—Memoir of John B. Van Meter, written by John T. Ensor.
- ⁴³ *The Baltimore Star*, June 3, 1913; *Goucher Alumnae Quarterly*, November 1932, p. 8. Dr. Metcalf said practically the same thing when he wrote: "The girls were afraid of him, but most of them loved him, and all held him in deepest respect."
- ⁴⁴ *Donnybrook Fair*, 1931, p. 20.
- ⁴⁵ *Kalends*, June 1904, p. 277.
- ⁴⁶ Letter to Dr. Van Meter from Bishop J. E. Robinson, dated January 16, 1902.
- ⁴⁷ *Kalends*, March 1906, p. 192.
- ⁴⁸ Letter from Mary Jane Hogue, '05, to Miss Van Meter, April 13, 1930.
- ⁴⁹ Letter from Annette B. Hopkins, '01, to Miss Van Meter, April 13, 1930.
- ⁵⁰ Letitia Stockett, '09, in *Kalends*, December 1910, p. 70.
- ⁵¹ Letter from Caroline Wilson, '93 (Mrs. E. B. Sweezy) to Miss Van Meter, April 12, 1930.
- ⁵² Letter from Minna Davis Reynolds, '00, to Miss Van Meter, May 25, 1932.
- ⁵³ *Bulletin of Goucher College*, April 1914, p. 18.
- ⁵⁴ William W. Guth in *New York Evening Post*, June 2, 1914.
- ⁵⁵ *Goucher Alumnae Quarterly*, November 1932, pp. 8, 9.
- ⁵⁶ Minutes of the Board of Trustees, May 26, 1930; *Goucher College Weekly*, April 17, 1930, pp. 1, 2; *Goucher Alumnae Quarterly*, April 1938, p. 45, July 1930, pp. 26, 74, July 1931, pp. 15-19. These references contain further tributes to Dr. Van Meter.
- ⁵⁷ Minutes of the Board of Trustees, June 2, 1913—The treasurer's report. Subscriptions unpaid \$98,471.28; subscriptions collectible \$74,730.00.
- ⁵⁸ Minutes of the Board of Trustees, April 19, 1913—Report of John T. Stone.
- ⁵⁹ Bishop Cranston in *Methodist Review*, January-February 1923, p. 15.
- ⁶⁰ *Ibid.*, p. 16; Minutes of the Board of Trustees, April 19, 1913—Report of John T. Stone.
- ⁶¹ *Ibid.*
- ⁶² *Ibid.*
- ⁶³ *Ibid.*

⁶¹ *Bulletin of Goucher College*, June 1913, p. 10.

⁶⁵ Minutes of the Board of Trustees, April 19, 1913—Report of John T. Stone. Dr. Van Meter's figures of a slightly earlier time give as the sources for the amount: from alumnae, \$48,739.29; from ex-students, \$6,900.50; from chapters, \$1,434.00—total \$57,074.79.

⁶⁶ *Bulletin of Goucher College*, June 1913, p. 30.

⁶⁷ *Ibid.*, February 1923, p. 22.

⁶⁸ *Ibid.*, January 1915, p. 31—It was not until November 19, 1914, in Dr. Guth's administration, that the General Education Board made a conditional pledge of \$250,000 toward the sum of \$1,000,000.

⁶⁹ *Baltimore Evening Sun*, March 15, 1913—Statement by Dr. Goucher. This was the only time that the College ever applied for state aid.

⁷⁰ *Bulletin of Goucher College*, February 1923, p. 21.

⁷¹ *Ibid.*, pp. 24-25; *Goucher Alumnae Quarterly*, February 1933, pp. 33-37—The full text of President Thomas' address.

⁷² *Bulletin of Goucher College*, February, 1923, p. 22.

⁷³ *Ibid.*, p. 23.

⁷⁴ *The Christian Advocate* (New York), February 6, 1913.

⁷⁵ Minutes of the Board of Trustees, April 19, 1913—Report of John T. Stone.

⁷⁶ *Ibid.*; *Baltimore Methodist*, February 27, 1913, March 13, 1913.

⁷⁷ Minutes of the Board of Trustees, April 19, 1913—Report of John T. Stone.

⁷⁸ Lilian Welsh, *Reminiscences of Thirty Years in Baltimore*, p. 159.

⁷⁹ Minutes of the Baltimore Annual Conference, 1913, p. 84—Dr. Frank G. Porter.

⁸⁰ Minutes of the Board of Trustees, April 19, 1913—Report of John T. Stone.

⁸¹ Minutes of the Baltimore Annual Conference, 1913, p. 84—Dr. Frank G. Porter.

⁸² Minutes of the Board of Trustees, June 2, 1913.

⁸³ *Kalends*, March 1899, p. 140—"Monday, February 13, White Monday. No College Exercises. Tuesday, February 14, College closed on account of snow." The only time that the doors of the College were closed was during the severe winter of 1898-99. There was a groundless fear that they might be closed for a few days at the time of the coal shortage during the great war.

⁸⁴ *The Christian Advocate* (New York), April 17, 1913—Frank G. Porter.

⁸⁵ See Chapter I, "The Beginnings."

⁸⁶ *Kalends*, June 1913, p. 302.

⁸⁷ *Bulletin of Goucher College*, February 1923, p. 26.

⁸⁸ Minutes of the Board of Trustees, November 5, 1912—"Statement to the Public of Baltimore by the Trustees of Goucher College."

⁸⁹ Minutes of the Baltimore Annual Conference, 1913, p. 88.

⁹⁰ From a leaflet issued during the Campaign. The figures are as follows:

Whole number of students registered.....	2660
Of Methodist affiliation.....	1342
Non-Methodist.....	1318
Whole number of graduates aided.....	279
Of Methodist affiliation.....	149
Non-Methodist.....	130

Whole amount granted in aid.....	\$92,992.50
To Methodists.....	\$47,887.50
To Non-Methodists.....	\$45,105.00
Whole number of instructors and employees.....	235
Methodists.....	54
Non-Methodists.....	181

⁹¹ *Donnybrook Fair*, 1931, pp. 21-23.

⁹² *Baltimore Sun*, March 14, 1913.

⁹³ *Kalends*, April 1913, p. 213.

⁹⁴ *Bulletin of Goucher College*, June 1913, p. 11.

⁹⁶ *Goucher Alumnae Quarterly*, May 1923, p. 18.

⁹⁶ "Report of President Noble," *Bulletin of Goucher College*, June 1911, p. 10.

⁹⁷ *Bulletin of Goucher College*, December 1923, p. 4.

⁹⁸ Kendrick C. Babcock, *A Classification of Universities and Colleges with Reference to the Bachelor's Degree*, p. 15.

⁹⁹ Charles A. Selden in *The Ladies Home Journal*, October 1926.

¹⁰⁰ *Bulletin of Goucher College*, April 1914, pp. 88-89—Dinner at the inauguration of President Guth, Hotel Belvedere, February 9, 1914.

¹⁰¹ *Ibid.*, April 1913, p. 12. See Chapter VI, "The Administration of President William Westley Guth."

¹⁰² *Ibid.*, June 1913, p. 7; *Kalends*, June 1913, p. 302.

¹⁰³ *Bulletin of Goucher College*, June 1913, p. 4.

¹⁰⁴ *The Baltimore Star*, June 3, 1913.

¹⁰⁵ Minutes of the Board of Trustees, July 18, 1913.

¹⁰⁶ *Bulletin of Goucher College*, February 1917, p. 45.

¹⁰⁷ Many other details of Dr. Van Meter's service to the College are to be found in Chapters I, III, IV, VI. It is a matter of keenest regret to all friends of the College that after his retirement Dr. Van Meter did not write for publication the history of the College. From his diary we learn that the work was urged upon him by President Guth and older alumnae (November 23, 1916, August 4, 1917); that he began what he calls the "Story" January 1918, and completed it July 5, 1921, taking copies of the manuscript to President Guth at this time. By the fall, he had become dissatisfied with what he had written and he rewrote the history. Its publication was postponed, however, and the manuscript was lost in the interval.

CHAPTER VI

¹ Katherine Treide Baer, '17, in *Goucher Alumnae Quarterly*, Supplement, July 1929, p. 4.

² E. D. Adams in *Bulletin of Goucher College*, April 1914, p. 71.

³ *Ibid.*

⁴ He had previously published in Berlin, in 1904, an elaboration of his doctor's thesis, *Die Aeltere Schicht in den Erzählungen über Saul und David*. His articles appearing in Goucher periodicals are as follows: "The Last Senior Chapel," *Kalends*, December 1915, pp. 39-45; "Administration and Alumnae," *Kalends*, March 1916, pp. 177-

181. His sermons to the graduating classes of 1917, 1923, 1924, 1925, 1926, 1928 appeared in *Bulletin of Goucher College* for June of each of the years indicated.

⁵ *Bulletin of Goucher College*, June 1917, p. 11, June 1919, pp. 28-29, 59; *Donnybrook Fair*, 1918, p. 16; *Goucher College Weekly*, January 9, 1919, p. 55, February 13, 1919, pp. 93, 94, 100, February 12, 1920, p. 73, January 10, 1924, p. 4.

⁶ *Bulletin of Goucher College*, June 1917, pp. 45-46.

⁷ *Ibid.*, April 1914, pp. 1-102—The complete account.

⁸ *Ibid.*, January 1915, pp. 15-16.

⁹ These achievements of President Guth are mentioned here only briefly because they are treated more fully in Chapter IX, "The Development of the Curriculum." Dr. Agnes Low Rogers, formerly professor of education at Goucher, pays a tribute to "the splendid independence of President Guth" and describes his educational methods in the Supplement to the *Goucher Alumnae Quarterly*, June 1929, pp. 7-11.

¹⁰ *Bulletin of Goucher College*, 1917, pp. 8-9.

¹¹ *Ibid.*, pp. 25-26; *Goucher College Weekly*, October 12, 1916, pp. 1-2.

¹² *Bulletin of Goucher College*, June 1918, pp. 72-73—Report of Dr. Welsh.

¹³ Minutes of the Alumnae Association, June 1, 1912, p. 21.

¹⁴ *Ibid.*, May 30, 1914, p. 33; Minutes of the Executive Committee, Board of Trustees, May 27, 1913.

¹⁵ Minutes of the Executive Committee, Alumnae Association, January 21, 1916; Minutes of the Alumnae Association, June 3, 1916, p. 19.

¹⁶ *Bulletin of Goucher College*, June 1917, pp. 45-46.

¹⁷ *Ibid.*, pp. 8-10, December 1916, pp. 25-26—Third annual report of President Guth.

¹⁸ *Ibid.*, June 1918, pp. 30-31, June 1919, pp. 52-53.

¹⁹ *Ibid.*, June 1918, pp. 30-31; Minutes of the Alumnae Association, June 1, 1918, p. 22—Report of Alumnae Lodge Committee: Grace Parker, '98 (Mrs. Morris A. Soper), Gretchen Hochschild, '09 (Mrs. Albert Hutzler), Carrie Mae Probst, '04. Until the Alumnae Association set up its own office with an executive secretary, the Alumnae Lodge was open regularly only on several afternoons a week. Minutes of the Alumnae Association, May 31, 1919, p. 29.

²⁰ *Goucher Alumnae Quarterly*, July 1934, p. 30; *Kalends*, April 1915, pp. 236-237. Report of the President of the Alumnae Association, Christie Dulaney Solter, in 1921.

²¹ *Kalends*, February 1916, p. 173.

²² *Bulletin of Goucher College*, February 1917, pp. 1-54—A full account of the first meeting of the Alumnae Council.

²³ The first number of the *Goucher College Weekly* was issued January 13, 1916; in a modified form the *Goucher Alumnae Quarterly* began in 1921, in its present form, in 1924. See Chapter X, "Student Life," section on Publications.

²⁴ Eleanor L. Lord in *Goucher College Weekly*, February 12, 1916, p. 8; Carrie Mae Probst, '04, in *Bulletin of Goucher College*, June 1917, pp. 42-43.

²⁵ Minutes of the Board of Control, June 9, 1914—First paragraph of report made by the committee to the Board of Control.

²⁶ Ivah L. Peters, "Goucher's Share in the Vocational Guidance Movement," *Goucher Alumnae Quarterly*, May 1925, pp. 3-7. In this article references are given

to technical studies printed in the *Pedagogical Seminary*, September 1923, *Bulletin of the Bureau of Vocational Information*, December 1923, the *Vocational Guidance Magazine*, March 1924, *School and Society*, August 16, 1924.

²⁷ *Goucher Alumnae Quarterly*, May 1925, pp. 4-5; *Baltimore Sun*, October 31, 1924; *Richmond Times*, September 14, 1924.

²⁸ *Bulletin of Goucher College*, June 1929, p. 3.

²⁹ *Goucher College Weekly*, March 4, 1936, pp. 2-3. Dr. Peters was the author of *Social and Vocational Orientation for Women*, published by the Southern Women's Educational Alliance in 1926.

³⁰ Mary T. McCurley, '10, "The Bureau of Appointments and Vocational Guidance," *Bulletin of Goucher College*, June 1929, p. 4. *Goucher Alumnae Quarterly*, June 1924, pp. 3-5, April 1929, pp. 43-45; *Goucher College Weekly*, March 4, 1926, pp. 2-3, October 19, 1933, p. 1—Articles written by Miss McCurley or reports of talks which she gave in chapel or of interviews.

³¹ *Goucher College Weekly*, April 26, 1917, p. 153.

³² Minutes of the Board of Instruction, April 18, 1917.

³³ *Bulletin of Goucher College*, June 1917, pp. 46-47.

³⁴ *Ibid.*, pp. 47-50.

³⁵ *Ibid.*, pp. 52-53.

³⁶ *Goucher College Weekly*, April 26, 1917, p. 156.

³⁷ *Ibid.*, p. 164; *Goucher Alumnae Quarterly*, May 1933, p. 31.

³⁸ *Goucher College Weekly*, May 17, 1917, p. 180.

³⁹ *Ibid.*, p. 188.

⁴⁰ *Ibid.*, November 1, 1917, pp. 25-26.

⁴¹ Annette B. Hopkins, '01, in *Bulletin of Goucher College*, June 1918, p. 66.

⁴² *Goucher College Weekly*, November 1, 1917, p. 25.

⁴³ *Ibid.*, p. 57.

⁴⁴ "The College in War Time," *Bulletin of Goucher College*, June 1918, p. 58.

⁴⁵ *Ibid.*, pp. 61-62.

⁴⁶ *Goucher College Weekly*, January 10, 1918, p. 74.

⁴⁷ *Bulletin of Goucher College*, June 1918, p. 63.

⁴⁸ *Ibid.*

⁴⁹ *Ibid.*, pp. 67-68.

⁵⁰ *Ibid.*, pp. 68-69.

⁵¹ One of the group was a volunteer and three were financed through the War Fund.

⁵² *Bulletin of Goucher College*, June 1918, pp. 68-69. In this publication, pp. 20-65, are letters or statements from five of the alumnae who worked in France: Mary George White, '07, Mary E. Gross, '12, Helen Harrison, '13, Mary V. Robinson, '07, Nell S. Watts, '05.

⁵³ *Ibid.*, p. 65.

⁵⁴ *Goucher College Weekly*, October 16, 1919, p. 4.

⁵⁵ Goucher College published a special bulletin in February 1919 on the activities of the College in war and in reconstruction during the year 1918-19.

⁵⁶ *Goucher College Weekly*, May 9, 1918, p. 184; *Bulletin of Goucher College*, June 1919, p. 21.

⁵⁷ *Goucher College Weekly*, October 24, 1918, p. 3 (unsigned article), November 21, 1918, p. 27—An account of the work at St. James, Long Island. *Baltimore American*, July 7, 1918; *Donnybrook Fair*, 1920—Other accounts of the work at Fallston.

⁵⁸ *Baltimore American*, November 1, 1918; *Goucher College Weekly*, October 24, 1918.

⁵⁹ *Ibid.*, November 10, 1933, pp. 6-7; *Bulletin of Goucher College*, February 1919, pp. 17-19.

⁶⁰ *Goucher College Weekly*, May 22, 1919. Nearly all of these activities are described in the *Bulletin of Goucher College*, February 1919, pp. 13-17, and in the *Goucher College Weekly*, vol. 4, especially February 27, 1919, pp. 101-102.

⁶¹ One article in a highly important collection of articles describing war time experiences is entitled "War Must be Destroyed." It was written by Dr. Mary W. Williams and was published with the others in *Goucher College Weekly*, November 10, 1933. The collection included also: "Armistice in the A. E. F." by Dr. Ralph E. Cleland; "1917-18" by Dean Dorothy Stimson; "Reconstruction Work in the Army Hospitals" by Dr. Ethel Bowman; "A French Girl in an American College" by Dr. Louise Seibert; "The First Armistice Day" by Dr. Raymond P. Hawes; "Gloriam Petentes" by Dr. Wilfred A. Beardsley; "Armistice Day in London" by Dr. Ola E. Winslow; "Armistice in New York City" by Dr. Grace H. Beardsley; "Goucher College Marches on Armistice Day (1918)" by Dr. Annette B. Hopkins; "With the Y. M. C. A. in France" by Frances Troxell, '12; "A Teacher Turns to Nursing" by Dr. Esther J. Crooks; "Armistice Day in Nimes" by Helen Harrison Brown, '13; "Undergraduate Life (1917-18)" by Ruth Marshall, '20. The idea of having these articles written originated with Dr. Wilfred A. Beardsley, who also collected them and arranged for their publication.

⁶² Minutes of the Board of Trustees, May 30, 1919, pp. 43-44.

⁶³ Minutes of the Board of Control, May 31, 1919.

⁶⁴ *Ibid.*, October 6, 1919.

⁶⁵ *Goucher College Weekly*, October 16, 1919, p. 1.

⁶⁶ *Bulletin of Goucher College*, June 1920, p. 42.

⁶⁷ *Goucher Alumnae Quarterly*, July 1931, p. 61—An expression of appreciation of Miss Mason. *Donnybrook Fair*, 1933, p. 33, 1935, p. 27—An appreciation of Miss Conner. *Donnybrook Fair*, 1932, p. 26—An appreciation of Miss Mason and Miss Conner.

⁶⁸ The changes in the dean's functions are described by Dean Stimson in two articles: "The Academic Dean," *Goucher Alumnae Quarterly*, March 1922, pp. 1-2; "The Education of the Dean," *Goucher Alumnae Quarterly*, December 1927, pp. 24-25.

⁶⁹ Carrie Mae Probst, "Concerning the Entrance Requirements," published as *Bulletin of Goucher College*, December 1922.

⁷⁰ Lilian Welsh, *Reminiscences of Thirty Years in Baltimore*, pp. 116-117. For the methods used in the care of the sick see the descriptions by Dr. Welsh, *Bulletin of Goucher College*, December 1922, December 1926.

⁷¹ *The Baltimore News*, May 29, 1923; *Baltimore Sun*, May 29, 1923.

⁷² Minutes of the Board of Trustees, May 28, 1923, October 2, 1923. The letters written by Mr. Dulaney and President Guth to each other are models of the courteous good will which ought to be shown by people whose sincere opinions are irreconcilable.

⁷³ "First Annual Report of the President," *Bulletin of Goucher College*, January 1915, p. 13.

⁷⁴ *Ibid.*

⁷⁵ *Bulletin of Goucher College*, January 1915, p. 14; *Goucher Alumnae Quarterly*, May 1933, pp. 29-30—Comments on the amendment.

⁷⁶ "First Annual Report of the President," *Bulletin of Goucher College*, January 1915, p. 12.

⁷⁷ "Tenth Annual Report of the President," *Bulletin of Goucher College*, December 1923, p. 4.

⁷⁸ *Bulletin of Goucher College*, December 1916, p. 26.

⁷⁹ "First Annual Report of the President," *Bulletin of Goucher College*, January 1915, p. 12.

⁸⁰ *Baltimore Sun*, March 21, 1917.

⁸¹ "Second Annual Report of the President," *Bulletin of Goucher College*, January 1916, p. 33.

⁸² "The Record of the Year," *Bulletin of Goucher College*, June 1917, p. 13.

⁸³ *Ibid.*

⁸⁴ *Ibid.*, p. 14; *Goucher College Weekly*, March 15, 1917, p. 129. *Goucher Alumnae Quarterly*, May 1933, p. 28—Dr. Welsh's account.

⁸⁵ *Bulletin of Goucher College*, February 1917, p. 47.

⁸⁶ *Ibid.*, June 1917, pp. 16-17; Minutes of the Board of Trustees, June 4, 1917.

⁸⁷ *Goucher College Weekly*, April 19, 1917, p. 145.

⁸⁸ *Bulletin of Goucher College*, June 1920, pp. 102-103.

⁸⁹ "First Annual Report of the President," *Bulletin of Goucher College*, January 1915, pp. 14-15.

⁹⁰ Related in a conversation with T. P. Thomas.

⁹¹ Minutes of the Board of Trustees, March 17, 1921. These and other resolutions were printed in Campaign Bulletin no. 2.

⁹² "New Campus Number," *Bulletin of Goucher College*, June 1921, p. 19.

⁹³ *Goucher College Weekly*, June 2, 1921, p. 153.

⁹⁴ "New Campus Number," *Bulletin of Goucher College*, June 1921, pp. 27-29. This beautifully illustrated number contains an article by a member of the first graduating class, Anna Heubeck Knipp, '92, as well as one by a member of the graduating class of that year, Margaret Fishback, '21.

⁹⁵ "New Campus Number," *Bulletin of Goucher College*, June 1921, p. 20.

⁹⁶ "Preliminary Statement to Goucher Women," *The Greater Goucher Fund, Campaign Bulletin* no. 5, August 11, 1921, pp. 8-10. All of the 4-2-1 literature is classified chronologically in the president's office.

⁹⁷ *Ibid.*, pp. 10-11.

⁹⁸ *Goucher College Weekly*, October 6, 1921, p. 1.

⁹⁹ *Ibid.*, p. 21.

¹⁰⁰ Mary V. Robinson, '07, in *Goucher Alumnae Quarterly*, October 1921, p. 1.

¹⁰¹ *Ibid.*, p. 2.

¹⁰² *Baltimore Methodist*, April 10, 1919, p. 13—The letter of resignation.

¹⁰³ *Baltimore Evening Sun*, January 19, 1922; *The Baltimore News*, January 19, 1922; *Baltimore American*, January 20, 1922.

¹⁰⁴ *Ibid.*, January 25, 1922, February 1, 1922; *The Baltimore News*, January 25, 1922; *Baltimore Evening Sun*, January 30, 1922, February 1, 1922; *Baltimore Sun*, February 1, 1922.

¹⁰⁵ *Ibid.*; *Baltimore Evening Sun*, February 1, 1922; *Baltimore American*, February 1, 1922.

¹⁰⁶ *Ibid.*, January 28, 1922.

¹⁰⁷ *Ibid.*, January 25, 1922; *The Baltimore News*, January 25, 1922; *Baltimore Sun*, January 25, 1922; *Baltimore Evening Sun*, January 25, 1922.

¹⁰⁸ *Ibid.*, January 31, 1922; *Baltimore American*, February 1, 1922; *The Baltimore News*, January 31, February 1, 1922; *Baltimore Sun*, February 1, 1922—Accounts of the hearing.

¹⁰⁹ *Ibid.*, January 20, 1922, March 18, 1922; *Baltimore Evening Sun*, January 26, 1922; *The Baltimore News*, February 6, 1922.

¹¹⁰ *Ibid.*—Editorial; *Baltimore American*, February 7, 1922; *Baltimore Sun*, February 7, 1922; *Baltimore Evening Sun*, February 7, 1922.

¹¹¹ *Ibid.*, February 6, 1922.

¹¹² Minutes of the Board of Trustees, February 11, 1922.

¹¹³ *Baltimore American*, February 15, 1922; *The Baltimore News*, February 15, 1922; *Baltimore Sun*, February 15, 1922; *Baltimore Evening Sun*, February 15, 1922.

¹¹⁴ *Ibid.*

¹¹⁵ In the years that have followed, as in the years that preceded the charter controversy, there has been the greatest difficulty in obtaining from some of the Conferences the names of nominees for the places on the Board of Trustees to which they are entitled.

¹¹⁶ Minutes of the Board of Control, March 19, 1917.

¹¹⁷ "Record of the Year," *Bulletin of Goucher College*, June 1919, p. 51.

¹¹⁸ *Goucher College Weekly*, June 3, 1920, p. 164.

¹¹⁹ *Goucher Alumnae Quarterly*, June 1922, p. 36. The *Quarterly* is the best reference for the whole story of the 4-2-1 campaign. Another important reference is *Give or Get for Goucher*, a periodical published at irregular intervals from December 1921 to March 1929. The "4-2-1 Number" of the *Bulletin of Goucher College*, June 1922, is valuable for the year 1921-22. Nearly all the literature of the campaign is on file in the president's office and in the alumnae office. The best brief histories of the campaign are found in *Donnybrook Fair*, 1927, pp. 155-157, 1929, pp. 30-32.

¹²⁰ *Goucher Alumnae Quarterly*, February 1923, p. 4.

¹²¹ *Ibid.*

¹²² *Ibid.*, p. 5.

¹²³ *Give or Get for Goucher*, May 19, 1924, p. 1.

¹²⁴ *Ibid.*

¹²⁵ "4-2-1 Number," *Bulletin of Goucher College*, June 1922, pp. 23-24.

¹²⁶ *Goucher College Weekly*, October 5, 1922, p. 1. The method of earning money for the campaign used by Professor Elizabeth Nitchie probably caused more comment in the newspapers than any other. She raised for aquariums a brood of pet snails, called Copenhagen pinks, said to be "all sport models, rich in contrasting colors, and spirited and eager in performance of the acrobatic stunts of the aquarium. They can float on their backs, turn somersaults, and blow bubbles."

¹²⁷ All of these facts are found in the report of the campaign chairman, Carrie Mae Probst, '04, published in the *Goucher Alumnae Quarterly*, June 1923, pp. 29-31. More detailed information about some of the Alumnae Chapters is found in *Give or Get for Goucher*, January 8, 1923, pp. 1-2, and subsequent numbers. The activities of chapters and classes after 1922-23 are too numerous to be listed here.

¹²⁸ *Give or Get for Goucher*, November 11, 1924, p. 1.

¹²⁹ *Goucher College Weekly*, March 15, 1923, p. 1; *Bulletin of Goucher College*, February 1923, pp. 15-27—The speeches.

¹³⁰ *Goucher College Weekly*, April 12, 1923, p. 1 (campaign number).

¹³¹ *Ibid.*, pp. 1, 3.

¹³² "Tenth Annual Report of the President," *Bulletin of Goucher College*, December 1923—The same subject dealt with more fully and illustrated by charts. On December 31, 1923, the faculty presented President and Mrs. Guth with a silver bowl in appreciation of their achievements during ten years of service.

¹³³ *Goucher Alumnae Quarterly*, June 1923, p. 31—Report of the campaign chairman, Carrie Mae Probst, '04.

¹³⁴ *Goucher College Weekly*, May 24, 1923, p. 1.

¹³⁵ *Goucher Alumnae Quarterly*, June 1923, p. 31—Report of the campaign chairman. The duties of Miss Probst as campaign chairman ended with the completion of the pledges.

¹³⁶ *Goucher Alumnae Quarterly*, February 1924, pp. 14-15—Report of the field secretary.

¹³⁷ *Goucher College Weekly*, March 5, 1925, p. 2.

¹³⁸ *Ibid.*, November 6, 1925, p. 1.

¹³⁹ *Goucher Alumnae Quarterly*, March 1926, p. 27; *Goucher College Weekly*, January 21, 1926, p. 1—A letter of thanks from the campaign chairman to the students.

¹⁴⁰ *Ibid.*, April 15, 1926, p. 2.

¹⁴¹ *Give or Get for Goucher*, November 12, 1925; *Bulletin of Goucher College*, December 1925, p. 9. In the latter there are two articles: "Among the Alumnae" by Dr. Welsh; "To the Older Alumnae" by Dr. Mary Jane Hogue, '05.

¹⁴² The facts and figures quoted are found in "History of the Alumnae Million," *Goucher College News Letter*, July 1926, p. 1, published by the Alumnae Association. See also the letter of Angeline Foster Williams, president of the Alumnae Association, to all Goucher women, January 14, 1926.

¹⁴³ This information was obtained in interviews with some of the directors.

¹⁴⁴ *Goucher College News Letter* (Alumnae Association), April 1927, p. 1—"When we made a survey in 1926 of the sources of our deficit we saw that the greater part of it lay with the last six classes which had pledged. To collect this deficit, considering the present limited earning power of those classes, would take from five to seven years unless we started another intensive drive on all the alumnae. This we did not desire to do."

¹⁴⁵ Lilian Welsh, "Among the Alumnae," *Bulletin of Goucher College*, December 1925, p. 12.

¹⁴⁶ *Goucher Alumnae Quarterly*, January 1926, p. 25—Editorial.

¹⁴⁷ *Goucher College News Letter* (Alumnae Association), July 1926, p. 6.

¹⁴⁸ *Ibid.*, pp. 2-3.

¹⁴⁹ *Ibid.*, p. 2 (unsigned article).

¹⁵⁰ *Goucher Alumnae Quarterly*, September 1927, p. 21.

¹⁵¹ Lilian Welsh, "Among the Alumnae," *Bulletin of Goucher College*, December 1925, pp. 9-12.

¹⁵² *Goucher Alumnae Quarterly*, September 1927, pp. 12-13—An article by Dr. Welsh on "The Alumnae Director."

¹⁵³ *Ibid.*, December 1927, pp. 25-27.

¹⁵⁴ Circular letter of January 18, 1928—This letter, signed by the president and all former presidents of the Alumnae Association, contains the figures quoted.

¹⁵⁵ *Goucher Alumnae Quarterly*, December 1925, pp. 22-26—Editorial by Annette B. Hopkins, '01; *ibid.*, October 1928, pp. 29-34—Article by Grace T. Lewis, '13.

¹⁵⁶ "How Did We Do It," *Give or Get for Goucher*, February 25, 1928, p. 3—unsigned article.

¹⁵⁷ *Ibid.*

¹⁵⁸ *Ibid.*, p. 2.

¹⁵⁹ *Goucher Alumnae Quarterly*, July 1929, p. 45.

¹⁶⁰ *Give or Get for Goucher*, March 25, 1929, p. 2.

¹⁶¹ *Goucher Alumnae Quarterly*, July 1929, p. 75—Report of Eleanor Harris De Golyer, '06, president of the Alumnae Council. In her report Mrs. De Golyer fails to mention the important part she played in securing the completion of the Lilian Welsh Professorship Fund. She sent a telegram to President Guth urging the simultaneous completion of the two funds, and he wrote in reply the letter referred to. Although he was seriously ill, he continued to conduct the affairs of the College, and in this letter he stresses his desire to complete both funds on an equal basis, saying, "My inability to attend to some of the things I had set aside last summer to do prevented me until this time from taking up the matter." The Lilian Welsh Professorship Fund was at first intended to be \$60,000, but at President Guth's suggestion, the Board of Trustees made it \$80,000. The telegram and letter in regard to this Fund were published in *Give or Get for Goucher*, March 25, 1929, pp. 21-22.

¹⁶² *Goucher Alumnae Quarterly*, July 1930, p. 71—Report of the alumnae director.

¹⁶³ See Chapter VIII, "The Administration of President David Allan Robertson." Further details in regard to the fund are found in three articles in the *Goucher Alumnae Quarterly*, July 1934: (1) "The President's Statement at Commencement," pp. 16-17; (2) the final report by Angeline Foster Williams, p. 37; (3) a statement by Hester Corner Wagner, '20, president of the Alumnae Association, pp. 37-38.

¹⁶⁴ *Goucher Alumnae Quarterly*, July 1934, p. 37.

¹⁶⁵ *Ibid.*, May 1923—Memorial number.

¹⁶⁶ In a conversation with T. P. Thomas.

¹⁶⁷ *Goucher College Weekly*, April 25, 1929, p. 1.

¹⁶⁸ Minutes of the Board of Trustees, May 2, 1929, October 7, 1929; Minutes of the Board of Instruction, September 30, 1929; Minutes of the Board of Control, November 11, 1929; Minutes of the Board of Directors, Alumnae Association, June 4, 1929, October 15, 1929.

¹⁶⁹ "In Memory of William Westley Guth," *Bulletin of Goucher College*, December 1929, pp. 24-28.

¹⁷⁰ *Ibid.*, p. 29.

¹⁷¹ Mrs. Elsa G. Hayden tells an interesting story of President Guth which illustrates his staunch loyalty to the colored employees of the College. Some radio equipment had been stolen from the physics laboratory and two detectives accused a colored employee in the laboratory of being guilty. President Guth absolutely refused to believe it. As a result of this, there was no prosecution. Two months later there was a story in the paper of the arrest of a white boy who had a mania for stealing radio equipment. Dr. Taylor, professor of physics, went to the office of the detectives and found among the goods stolen by the boy the missing radio equipment.

¹⁷² "In Memory of William Westley Guth," *Bulletin of Goucher College*, December 1929, pp. 42, 44. This number of the *Bulletin* was published as a bound volume. It was prepared by three trustees, R. Tynes Smith, George A. Solter, and John L. Alcock, and three professors, Wilfred A. Beardsley, Eugene N. Curtis, and Ralph E. Cleland. Some of the tributes it contains, including those of the faculty, are found also in the Supplement to the *Goucher Alumnae Quarterly*, July 1929. Other worthy tributes, some of which were written before his death, are found in the *Quarterly*, July 1928, p. 3; *Donnybrook Fair*, 1926, pp. 19-20, 1927, pp. 23-24, 1929, p. 35; *Goucher College Weekly*, April 18, 1929, p. 2—Editorial.

CHAPTER VII

¹ *Donnybrook Fair*, 1929, p. 21.

² *Ibid.*, 1931, p. 31.

³ Ernst von Hartz in *Baltimore Sun*, March 11, 1928.

⁴ *Ibid.*

⁵ *Kalends*, November 1894, p. 49. See Chapter X, "Student Life."

⁶ *Ibid.*, October 1896, p. 14; *Baltimore Sun*, March 11, 1928.

⁷ From a personal interview.

⁸ *Maryland Institute Vistas and Perspectives*, March 1930, p. 2.

⁹ It seems desirable to list here the most important of Dr. Froelicher's articles which appeared in Goucher publications. The early years of the College have been best described in *Kalends*, May 1908, pp. 277-278; *Donnybrook Fair*, 1909, pp. 170-171, and, especially, 1929, pp. 23-29. His Fireside Talk on "The Art of Right Living" (a very impressive address) is reported briefly in the *Goucher College Weekly*, March 22, 1928, p. 1, and is obtainable unabridged in typewritten form in the president's office, the Library, and the alumnae office.

¹⁰ *Donnybrook Fair*, 1931, p. 32.

¹¹ *Goucher College Weekly*, May 9, 1929, pp. 1, 2, 3.

¹² Annette B. Hopkins, '01, "The Acting President," *Goucher Alumnae Quarterly*, July 1929, pp. 4-5.

¹³ *Goucher College Weekly*, December 9, 1926, p. 2.

¹⁴ *Ibid.*, December 12, 1929, pp. 2, 4.

¹⁵ Minutes of the College Council, December 3, 1929.

¹⁶ "College Spirit Flares Up," *Goucher College Weekly*, November 28, 1929—Editorial.

¹⁷ *Goucher College Weekly*, October 10, 1929, pp. 1, 6.

¹⁸ *Goucher Alumnae Quarterly*, January 1930.

¹⁹ The following are the references to other appreciations of Dr. Froelicher, some of which were written before his death: The valentine letters, written during the 4-2-1 campaign, *Give or Get for Goucher*, November 15, 1928, January 21, 1929, *Donnybrook Fair*, 1929, pp. 21-22, 1931, pp. 31-33; Dr. Annette B. Hopkins, "The Acting President," *Goucher Alumnae Quarterly*, July 1929, pp. 4-5, and "Hans Froelicher," April 1930, pp. 4-6; Resolutions adopted by Board of Control, January 20, 1930, Dr. Clara L. Bacon, chairman of committee; Resolutions adopted by the Board of Instruction, January 23, 1930, Dr. Annette B. Hopkins, chairman of committee; Acting President Dorothy Stimson's tribute at Commencement, *Goucher Alumnae Quarterly*, July 1930, p. 26; Editorials, *Goucher College Weekly*, May 9, 1929, pp. 2, 3, January 23, 1930, p. 2; a speech by Edith Elizabeth Fritz, president of senior class, made in presentation of a memorial to be described later, *Goucher Alumnae Quarterly*, July 1931, pp. 20-21; speeches at the appreciation luncheon of the New York Chapter of the Alumnae Association, stenographic reports of which are on file in the alumnae office.

²⁰ Stella A. McCarty, '92, "A Study in Heredity: Dr. Dorothy Stimson, Acting President," *Goucher Alumnae Quarterly*, April, 1930, pp. 7-10.

²¹ Birmingham, Alabama, *News*, February 7, 1935.

²² From a personal interview.

²³ The following are some of Dr. Stimson's articles on deans: "The Academic Dean and the Freshman," *Goucher Alumnae Quarterly*, March 1922, pp. 1-3; "The Problems of the Freshman," *Goucher Alumnae Quarterly*, December 1925, pp. 3-7; "A Classification of Deanships for Women," *School and Society*, July 24, 1926, pp. 98-101; "The Education of the Dean," *Goucher Alumnae Quarterly*, December 1927, pp. 24-25; "Women Deans," *Journal of the American Association of University Women*, January 1930; "The College Dean and Student Scholarship," chapter VI of *Deans at Work*, edited by Sarah M. Sturtevant and Harriet Hayes, Harper, 1930. The last is the most comprehensive and valuable of these contributions.

²⁴ Dr. R. Florence Brinkley, of the English Department, once attended a History of Science Club dinner in Washington at which Dean Stimson spoke on the place of women in the history of science. The next speaker was Dr. Henry E. Sigerist, director of the Institute of History of Medicine at the Johns Hopkins University and an authority on the history of science. Dr. Brinkley relates that he said that Dean Stimson had very modestly omitted herself, but that *she* was the most distinguished woman in the field and was doing extremely important work.

²⁵ Dorothy Stimson, "The Education of the Dean," *Goucher Alumnae Quarterly*, December 1927, p. 25.

²⁶ In her report for 1931-32, Dr. Stimson says: "The Dean interprets her many duties as coming under two general categories. Her first duty is to help make the teaching by the faculty more effective, and to smooth the way for better academic achievement by the students. Her second duty is to serve as a center or clearing house on academic matters for the service of both the faculty and the students. Underlying and uniting these duties is perhaps her most important responsibility, but at the same time the least tangible one, that of helping the student develop a well-rounded per-

sonality through emphasis upon intellectual and spiritual ideals—for example, through personal interviews with students in difficulties and through the planning and conducting of the chapel exercises.”

²⁷ Dr. Stimson in Chapter VI of *Deans at Work*, pp. 219–220.

²⁸ *Donnybrook Fair*, 1927, p. 31 (unsigned article).

²⁹ First annual report of Dean Stimson to the President, May 26, 1922.

³⁰ *Goucher Alumnae Quarterly*, April 1930, p. 10.

³¹ *Goucher College Weekly*, December 15, 1927, pp. 1, 3. A talk on “Sympathy in Contacts” which made the students visibly uneasy but not critical is reported in the *Weekly*, October 22, 1931, p. 7.

³² *Goucher College Weekly*, February 13, 1930, pp. 1, 2.

³³ *Donnybrook Fair*, 1932, p. 25—A cordial appreciation of Acting Dean Pancoast.

³⁴ Minutes of the Executive Committee, Board of Trustees, April 10, 1930.

³⁵ Minutes of the Board of Control, April 7, 1930.

³⁶ “Acceleration of Gifted Students in Baltimore,” an address made by President Robertson before the Middle States Association of Colleges and Secondary Schools, November 28, 1931. See also article by President Robertson, *School and Society*, December 27, 1930, p. 875. See action taken by Goucher faculty, December 8, 1930.

³⁷ Minutes of the Goucher College Chapter, American Association of University Professors, February 5, 21, March 14, April 6, May 2, 1930.

³⁸ *Goucher Alumnae Quarterly*, July 1930, p. 71.

³⁹ Appreciations of Dean Stimson both before and after her appointment as acting president are found in the *Goucher Alumnae Quarterly*, April 1930, p. 10; *Goucher College Weekly*, December 9, 1926, p. 1, February 13, 1930, p. 2, October 15, 1931, p. 2; *Donnybrook Fair*, 1927, p. 31, 1929, pp. 37–38, 1930, p. 21, 1931, p. 35, 1933, p. 21, 1933 (published by the class of 1934 in 1933), p. 15, 1935, p. 24, 1936, p. 12; “The Dean’s Monday Nighters,” *Bulletin of Goucher College*, February 1934, pp. 24–25; Dorothy Cook, ’31, and Ruth Buffington, ’31, Chapter II, “Goucher,” pp. 49–50, in the *American College Girl*. Dean Stimson’s account of her experiences and observations in England while she was a Guggenheim Fellow are found in *Goucher College Weekly*, October 15, 1931, p. 2; *Donnybrook Fair*, 1932, p. 27; *Goucher Alumnae Quarterly*, February 1932, pp. 5–7. Some of the results of her researches were published after her return from England: “Dr. Wilkins and the Royal Society,” *Journal of Modern History*, December 1931, pp. 539–563; “Ballad of Gresham College,” *Isis*, no. 52 (vol. XVIII, 1), July 1932, pp. 103–117; “Comenius and the Invisible College,” *Isis*, no. 66 (vol. XXIII, 2), September 1935, pp. 373–388; “Puritanism and the New Philosophy in Seventeenth Century England,” *Bulletin of the History of Medicine*, vol. 3, no. 5, May 1935, pp. 321–334.

CHAPTER VIII

¹ President Robertson is also a member of the Phi Gamma Delta fraternity; and after coming to Goucher College was elected to Omicron Delta Kappa honorary fraternity.

² Address by President Robertson, “Ten Years of International Educational Relations,” University of Delaware, May 11, 1934.

³ Edwin E. Slosson, *Snapshots of Science*, Chapter XXII, "Learn to Read," Century, 1928. Dr. Slosson was the director of Science Service, Washington.

⁴ David Allan Robertson, "The Junior Year Abroad: A Successful Experiment," *Educational Record*, vol. 9, no. 1, pp. 32-45.

⁵ See list in *Goucher Alumnae Quarterly*, July 1930, pp. 10-11.

⁶ "The Publications of the Faculty," *Bulletin of Goucher College*, June 1930, pp. 5-7—This gives a complete list of President Robertson's publications up to 1930.

⁷ Scribner, New York, pp. XII-884.

⁸ *Goucher Alumnae Quarterly*, July 1930, p. 4. Dr. Furst was the husband of Mary Louise O'Neill, '96, at one time an alumnae trustee of Goucher College, and one of those active in the establishment of the Alumnae Council.

⁹ *Goucher Alumnae Quarterly*, July 1930, article by Dr. Clyde Bowman Furst, "The New President of Goucher College," pp. 4-5; by Katherine Treide Baer, '17, "A Thirty-Minute Impression of the Incoming President," p. 7; biographic sketch, pp. 5-6. See article by Bissell Brooke in the magazine section of the *Baltimore Sun*, June 22, 1930, p. 20.

¹⁰ David Allan Robertson, "Books and People," *Goucher Alumnae Quarterly*, February 1934, pp. 5-9.

¹¹ *Donnybrook Fair*, 1935, p. 23; *Goucher College Weekly*, September 27, 1935, p. 2. An idea of Mrs. Robertson's enthusiasm and idealism in welcoming freshmen may be found in her article, "A Message from the Lighted House."

¹² Further details about the Infirmary will be found in another part of Chapter VIII.

¹³ *Goucher College Weekly*, April 27, 1933, pp. 1, 6—Reference to Mrs. Robertson's address on contemporary fiction given at the junior-senior banquet, 1933. *Goucher College Weekly*, December 11, 1930, p. 2—Her first address to students as a group made at Christmas Fireside the first year. She frequently speaks at college gatherings.

¹⁴ Katherine Treide Baer, '17, "Anne Robertson," *Goucher Alumnae Quarterly*, July 1930, p. 13. Among other references to Mrs. Robertson's work for Goucher may be cited, *Goucher Alumnae Quarterly*, July 1933, p. 89; "The President's House," *Bulletin of Goucher College*, February 1934, p. 35; *Donnybrook Fair*, 1933 (2nd), p. 5, 1935, p. 23, 1936, p. 10, 1937, p. 21; *Goucher Alumnae Quarterly*, July 1933, p. 89, July 1936, p. 96. See also Chapter X, "Student Life."

¹⁵ *New York Herald Tribune*, December 20, 1933.

¹⁶ *Goucher Alumnae Quarterly*, July 1930, p. 3.

¹⁷ *The Baltimore News*, June 3, 1930.

¹⁸ Katherine Scarborough, '11, in *Goucher Alumnae Quarterly*, May 1931, p. 3.

¹⁹ *Goucher Alumnae Quarterly*, May 1931, p. 59—Editorial. The most important reference on the inauguration is the formal account in the *Bulletin of Goucher College*, June 1931. This is also printed as a bound volume. It contains the addresses of Dr. Cullis, Dr. Milligan, and President Robertson. A good informal account by Katherine Scarborough, '11, is in the *Goucher Alumnae Quarterly*, May 1931, pp. 3-7. This number also contains President Robertson's address and many facts about the inauguration, pp. 8-25. There are accounts also in *Goucher College Weekly*, April 30, 1931, pp. 1-2, and in many newspapers of April 24 and especially April 25, 1931.

²⁰ See Chapter III, "The Administration of President John Franklin Goucher."

²¹ See action taken during Dr. Stimson's acting presidency by the Board of Instruction, April 21, 1930.

²² Minutes of the Board of Control, February 9, 1931. See filed report dated January 12, 1931.

²³ Minutes of the Board of Trustees, December 7, 1931. The last meeting of the Board of Instruction was held on November 2, 1931, of the Board of Control on November 8, 1931.

²⁴ Board of Trustees, By-laws, Article IV, Section 4.

²⁵ *Ibid.*, Section 5. The first meeting of the President's Council was held January 14, 1932.

²⁶ *Ibid.*, Section 3. See also Article IV, Section 2, dealing specifically with powers of the President and the Dean. See Commencement Statement of President Robertson, *Goucher Alumnae Quarterly*, July 1932, p. 52.

²⁷ *President's Letter*, January 4, 1932.

²⁸ *Bulletin of Goucher College*, July 1932, pp. 28-30.

²⁹ *Ibid.*, July 1927, pp. 28-29.

³⁰ Minutes of the Board of Trustees, October 7, 1935—This by-law was inserted in Article III, Section 2.

³¹ *Ibid.*, June 2, 1936. See By-Laws, Article IV, Section 2, paragraph 3.

³² See Chapter IX, "The Development of the Curriculum," for details about these and the relation of the changes to preceding practices.

³³ *Goucher Alumnae Quarterly*, July 1933, p. 15—President's Statement, Commencement 1933, from which a quotation may be made: "It is gratifying to a pioneer in the use of modern personnel methods in the selection of students to note that other institutions of high reputation are gradually approximating the advanced position maintained by Goucher College." See also article by President Robertson, "Admission Requirements," *Goucher Alumnae Quarterly*, May 1934, pp. 9-11.

³⁴ With the new procedures for admissions in the fall of 1934, a new reception room for conferences with students and their parents was comfortably and attractively furnished in Goucher Hall (Room 19).

³⁵ "Entrance to Goucher," *Goucher Alumnae Quarterly*, May 1932, pp. 3-6.

³⁶ Stella A. McCarty, '92, in *Goucher College Weekly*, October 26, 1934, p. 1.

³⁷ Letter dated October 9, 1930.

³⁸ Letter dated February 27, 1931.

³⁹ *Goucher Alumnae Quarterly*, November 1930, pp. 3-10—Address in full.

⁴⁰ Letter written October 17, 1930.

⁴¹ *President's Letter*, January 4, 1932, pp. 11-12. See also address by President Robertson, "Significant Trends in Higher Education in America," before Middle States Association of Colleges and Secondary Schools, November 27, 1936.

⁴² Minutes of the Faculty, October 17, 1932, pp. 2-3, January 15, 1934, May 8, 1934; President's report to Trustees, June 4, 1934.

⁴³ President Robertson has made a statement about the Goucher Plan in the following: *President's Letter*, vol. 4, no. 1, September 24, 1931, p. 1; President's Statement, Commencement 1935, *Goucher Alumnae Quarterly*, July 1935, pp. 14-15; *Goucher—the Woman's College of Baltimore* (brochure), 1936, pp. 33-39; Report of his eight

years as president of Goucher College, "A College of Today for Tomorrow." Other sources of information will be found in the foot notes on the pages following.

⁴⁴ David Allan Robertson, "Progressive Education at the College Level," broadcast from Station WCBM, November 6, 1935.

⁴⁵ David Allan Robertson, "Fitting the Curriculum to the Student," *Bulletin of the Association of American Colleges*, vol. 22, no. 1, March 1936 (reprint, p. 14).

⁴⁶ *Bulletin of Goucher College*, April, 1935, pp. 1-9.

⁴⁷ *Goucher Alumnae Quarterly*, November 1934, pp. 3-6.

⁴⁸ *Ibid.*, February 1935, pp. 10-13.

⁴⁹ R. L. Duffus, *Democracy Enters College*, published under the auspices of the Carnegie Foundation for the Advancement of Teaching. Subtitle of the volume, "A study of the rise and decline of the academic lock-step." In the chapter on Academic New Deals, the Goucher program is presented along with that of Columbia, Swarthmore, Buffalo, Toronto, and Sarah Lawrence.

⁵⁰ "Academic Dietetics," *Journal of Higher Education*, vol. 7, no. 4, April 1936, pp. 176-183 (reprint, p. 2).

⁵¹ President's report to the Board of Trustees, June 4, 1934. The thirty-five guidance officers of the first year of the New Plan were selected from lists prepared by the heads of the departments of teachers especially successful in dealing with students, together with lists furnished by students of people whom they had found most helpful. In a gratifying way, the two lists were found to be in agreement.

⁵² Dorothy Stimson, "The Committee on Records," *Goucher Alumnae Quarterly*, May 1936, pp. 13-14.

⁵³ Adopted by Faculty, April 23, 1934.

⁵⁴ *Kalends*, April 1916, p. 293; President's Statement, Commencement 1934.

⁵⁵ Report of Dean Stimson for 1934-35.

⁵⁶ After 1934, all entering freshmen had to select the New Plan.

⁵⁷ Report of President Robertson to the Board of Trustees, January 26, 1935.

⁵⁸ Report of Dean Stimson for 1934-35.

⁵⁹ Report of Dean Stimson for 1932-33. *Goucher College Weekly*, March 23, 1933—Editorial showing need for such work.

⁶⁰ *President's Letter*, January 26, 1937, pp. 15-16.

⁶¹ *Goucher College Weekly*, October 26, 1934; *Goucher College Catalogue*, July 1934, pp. 42-45, July 1937, p. 43.

⁶² Kathryn McHale in *Bulletin of the Association of American Colleges*, vol. 22, no. 1, March 1936—Of the fifty-three privately endowed women's colleges, thirty-four make provision for honors.

⁶³ Minutes of the Board of Control, February 3, May 5, 1930; Minutes of the Board of Instruction, March 3, 1930, April 21, 1930.

⁶⁴ Report of Dean Stimson for 1933-34; Minutes of the Faculty, September 25, 1933.

⁶⁵ Elizabeth Nitchie, "A Contribution to Knowledge," *Goucher Alumnae Quarterly*, February 1933, pp. 23-27.

⁶⁶ Dorothy Stimson, "Unclassified Student," *Goucher Alumnae Quarterly*, July 1933, pp. 31-32.

⁶⁷ Letter written by a student living in Vingolf, dated May 29, 1934.

⁶⁸ *President's Letter*, March 30, 1936, pp. 11-12—Statement about the cooperation of the Walters Art Gallery with the College: "For the same fine arts class the use of the x-ray, the infra-red, and ultra violet rays and the examination by microscope utilizing polarized light, as practiced in the Walters Art Gallery in the care and restoration of pictures and sculpture, was demonstrated in the gallery laboratories by Mr. Harold Ellsworth. He was also invited by the Chemistry Club to explain the application of chemical science and procedure in the care and restoration of objects of art."

⁶⁹ See Chapter III, "The Administration of President John Franklin Goucher;" Woman's College of Baltimore, Program, 1889, p. 33; Anna Andrews Thomas, "Our Former Art Department," *Goucher Alumnae Quarterly*, July 1929, pp. 27-28.

⁷⁰ Margaret S. Morriss, '04, *Goucher Alumnae Quarterly*, July 1935, p. 91.

⁷¹ Eleanor Patterson Spencer, "A Fine Arts Laboratory," *Goucher Alumnae Quarterly*, May 1934, pp. 7-8; Elmira Bier, '18, "The Walters Art Gallery," *Goucher Alumnae Quarterly*, May 1934, pp. 3-7.

⁷² A full description of this Institute is found in the *President's Letter*, January 1, 1935, p. 4, and in "Institute of Arts of Early Maryland" by Eleanor Patterson Spencer, *Goucher Alumnae Quarterly*, February 1935, pp. 3-6. See also *Goucher College Weekly*, November 23, 1934, p. 1; *Baltimore Sun*, October 15, 1934.

⁷³ Minutes of the Board of Trustees, January 26, 1935; *Goucher College Weekly*, October 11, 1935, p. 3. Dr. Petran received his doctor's degree at the Johns Hopkins University and later a Master of Music degree at the Peabody Conservatory of Music.

⁷⁴ Minutes of the Board of Trustees, January 26, 1935; David Allan Robertson in *Goucher College Weekly*, January 18, 1935, p. 1; *President's Letter*, March 30, 1936. In addition to the Capehart phonograph, placed in the college auditorium where the courses are given, a victrola was purchased and another borrowed from the physics department. A sound-proof room in the library building was arranged for the use of the students desiring to listen to the records.

⁷⁵ Report of the President to the Executive Committee, Board of Trustees, February 14, 1934, October 2, 1935; *Goucher Alumnae Quarterly*, July 1936, p. 95; Lawrence Petran, "Music Museum for Goucher," *Goucher Alumnae Quarterly*, July 1936, pp. 10-12—A plan for the future.

⁷⁶ *Goucher Alumnae Quarterly*, July 1931, pp. 15-21—Addresses made on this occasion.

⁷⁷ Florence R. Sabin, "Mary Sherwood," *Goucher Alumnae Quarterly*, July 1935, pp. 9-13.

⁷⁸ *President's Letter*, January 1, 1936, pp. 1-2; President's Statement, Commencement 1936; *Goucher College Weekly*, November 1, 1935, pp. 1, 2.

⁷⁹ David A. Robertson, "Thaddeus Thomas, Teacher," *Goucher Alumnae Quarterly*, May 1936, pp. 3-6. "Alumnae Memorial to Dr. Thomas," *Goucher Alumnae Quarterly*, May 1936, pp. 7-8. Joseph M. Beatty, Jr., "Godspeed," poem in *Goucher Alumnae Quarterly*, May 1936, p. 8. Editorial, *Goucher Alumnae Quarterly*, May 1936, p. 33. Tribute of the department of economics and sociology, *Goucher Alumnae Quarterly*, May 1936, p. 49; tribute of the Class of 1905, of which Dr. Thomas was honorary member, *Goucher Alumnae Quarterly*, May 1936, p. 64; *ibid.*, July 1936,

pp. 90-91; alumnae tributes, *Goucher Alumnae Quarterly*, July 1936, pp. 9-10; *ibid.*, November 1936, p. 9. Statement of President Robertson at Commencement, 1936, *Goucher Alumnae Quarterly*, July 1936, p. 23. Minutes of the Board of Trustees, June 2, 1936.

⁸⁰ Minutes of the Board of Trustees, June 8, 1937; *President's Letter*, January 26, 1937, pp. 6-7; *President's Statement*, Commencement 1937. Nell Rutherford Anderson, '23, in *Goucher Alumnae Quarterly*, February 1937, pp. 12-15—An appreciation of Dr. McCarty. *Goucher Alumnae Quarterly*, February 1937, p. 15—A statement of Dr. McCarty's bequest. Katherine H. Hilliard, '92, in *Goucher Alumnae Quarterly*, February 1937, pp. 58-60—A tribute.

⁸¹ Resolutions of the Faculty, April 12, 1937.

⁸² *President's Letter*, March 11, 1937, April 23, 1937, pp. 5-7; Minutes of the Executive Committee, Board of Trustees, May 4, 1937. *Goucher Alumnae Quarterly*, May 1937, p. 37—Statement of the department of biology in Faculty Notes. Lucille Moore Burns, '18, "Dr. William Harding Longley," *Goucher Alumnae Quarterly*, May 1937, pp. 9-10; Ralph E. Cleland, "William Harding Longley," *Science*, April 23, 1937.

⁸³ Read at the Memorial Service in the central pavilion of Goucher Hall, Sunday, April 3, 1938. A brochure containing all the addresses in full was published later by the College under the title, *A Tribute to Lilian Welsh*. See article, "Impressions of Lilian Welsh," by President Guth, *Goucher Alumnae Quarterly*, December 1924, pp. 3-10.

⁸⁴ Enrolment 1925-26, 1060; 1926-27, 1055; 1927-28, 1060; 1928-29, 985; 1929-30, 935; 1930-31, 884; 1931-32, 809.

⁸⁵ Current expenditures 1928-29, \$643,003.98; 1929-30, \$647,695.95; 1930-31, \$651,695.76. Capital expenditures, 1928-29, \$21,521.43; 1929-30, \$22,830.96; 1930-31, \$25,390.07.

⁸⁶ *President's Letter*, April 23, 1937, p. 15. The Association of Business Officers of the Colleges and Universities of the Eastern States has brought about a uniform system of accounting. "Goucher College was one of the first to set up its books and budget practice in accordance with the new principles (1931)."

⁸⁷ For the general set-up of the budget see report of President Robertson to the Trustees, January 1935, "Control of Expenditures in Goucher College."

⁸⁸ Through changes made in the Power House, an annual saving of \$2,000 in coal and laundry supplies was brought about. Savings in expenditures have also been made by the Purchasing Agent becoming a member of the Educational Buyers Association.

⁸⁹ Article by President Robertson, "Believe in Goucher College," *Goucher Alumnae Quarterly*, July 1932, pp. 43-45.

⁹⁰ In discussing the question of the eligibility of the College to accept some very small development on the Towson campus from the Civil Works Administration, the Trustees decided not to surrender either in small or in large ways the independent position of the College as a privately controlled institution, and, at this time as heretofore, to maintain the historic policy of not being state subsidized or endowed. (Executive Committee, November 29, 1933; Board of Trustees, June 8, 1937.)

⁹¹ President's Statement, Commencement 1937; *Goucher Alumnae Quarterly*, July

1937, p. 7; Minutes of the Executive Committee, Board of Trustees, January 5, 1937, February 2, 1937, April 6, 1937, June 21, 1937; *President's Letter*, April 23, 1937, p. 7.

⁹² Minutes of the Board of Control, November 9, 1931; *Goucher College Weekly*, April 23, 1932, p. 1.

⁹³ Minutes of the Faculty, November 13, 1932. See article by Dr. Stella A. McCarty, "Sophomore Achievement Test," *Goucher Alumnae Quarterly*, February 1933, pp. 6-9.

⁹⁴ Goucher College Catalogue, 1934-35, pp. 178-183, 1937-38, pp. 187-192. See President's Statement, Commencement 1936, for other gifts, in *Goucher Alumnae Quarterly*, July 1936, p. 26.

⁹⁵ In 1933-34, 107 students earned \$2,800.04 (Catalogue, 1934-35, p. 180); in 1935-36, 96 students earned \$7,300 (Catalogue, 1936-37, p. 190). See Chapter X, "Student Life," for further details about student earnings.

⁹⁶ President's Report to the Executive Committee, February 14, 1934. In 1935-36, under the National Youth Administration, 94 students earned \$10,125, which was applied on college expenses (Catalogue, 1937-38, p. 190).

⁹⁷ Minutes of the Board of Trustees, December 13, 1932; Minutes of the Executive Committee, Board of Trustees, March 2, 1937; *Goucher Alumnae Quarterly*, May 1937, p. 15.

⁹⁸ *Goucher College Weekly*, May 4, 1933, p. 1, April 30, 1937, p. 5.

⁹⁹ Minutes of the Board of Trustees, June 8, 1937.

¹⁰⁰ Statement of President Robertson at Commencement, 1937; *Goucher Alumnae Quarterly*, July 1937, p. 8; President Robertson's address at Convocation, October 1, 1937.

¹⁰¹ This sum includes \$20,000 from the Catherine Milligan McLane bequest received by the College in 1929-30.

No statement has ever been made of the complete list of all gifts to the College since it was founded. In the early years many of the gifts were used for the purchase of ground, erection of buildings, equipment of laboratories, additions to the Library. Often, too, they were used for current expense deficits, and for accumulated debts. The trustees and Methodist friends of the College gave generously. A partial list of gifts is found in the 1937-38 Catalogue: for endowment, mainly for professorships, pp. 152-154; for buildings and grounds, pp. 155-161; for library, pp. 164-166; for scholarships, p. 191; for prize funds, p. 47; for fellowships, p. 193.

¹⁰² An account of the life of Miss McLane written by her sister, Mrs. D. K. Este Fisher, will be found in the *Goucher Alumnae Quarterly*, May 1926, pp. 21-23.

¹⁰³ Minutes of the Board of Trustees, May 29, 1933.

¹⁰⁴ Mrs. Thomas died September 19, 1933. The estate amounted to \$19,862.26, to which the Trustees added sufficient to raise it to \$20,000 (Minutes of the Executive Committee, Board of Trustees, May 20, 1936). For a sketch of Mrs. Thomas, see *President's Letter*, September 26, 1935, p. 9. For details about the prize and the lectures, see Catalogue, 1937-38, p. 47, 173.

¹⁰⁵ An account of the establishment of the Alumnae Fund is found later in this chapter.

¹⁰⁶ The Tau Kappa Pi Society, organized in 1890, as the first social club in the College, obtained a charter as a fraternity in 1892. In 1907 it established a loan fund for its members. In 1933, the active chapter and some of the alumnae received a charter from Kappa Kappa Gamma. The Tau Kappa Pi Fraternity gave to the College its loan fund amounting to \$3,543.33 (President's Statement, Commencement 1934).

¹⁰⁷ *Goucher Alumnae Quarterly*, July, 1936; pp. 96-97.

¹⁰⁸ *Ibid.*, July 1937, p. 90.

¹⁰⁹ See Chapter VI, "The Administration of President William Westley Guth."

¹¹⁰ *Goucher Alumnae Quarterly*, February 1937, p. 37.

¹¹¹ *Bulletin of Goucher College*, December 1936, p. 3.

¹¹² *President's Letter*, December 12, 1931, vol. 1, no. 1, p. 1.

¹¹³ A few minor changes may be noted: the medical office of the Health Service was moved to more adequate quarters on the first floor of Trudheim Hall. Room 19 in Goucher Hall, long used by the history department, became a reception room where the Admissions Committee interviewed prospective students and their parents, and in one of the buildings on Maryland Avenue, called by the students "The Smoke House," smoking was permitted as well as in the Recreation Hall.

¹¹⁴ See Chapter X, "Student Life," and *President's Letter*, September 25, 1933, vol. 3, no. 1; *Goucher College Weekly*, October 6, 1933, p. 1; *Goucher Alumnae Quarterly*, November 1933, p. 36; "Round of the Year," *Bulletin of Goucher College*, February 1934, p. 17; *Goucher College Catalogue*, 1935-36, pp. 184-185; *Baltimore Sun*, April 29, 1933.

¹¹⁵ *Bulletin of Goucher College*, October 1922, December 1922, December 1926; *Goucher College Catalogue*, 1922-23, p. 20; *Donnybrook Fair*, 1923, p. 148; *Students' Handbook*, 1933-34, p. 20.

¹¹⁶ *Goucher Alumnae Quarterly*, May 1933, p. 49.

¹¹⁷ Minutes of the Executive Committee, Board of Trustees, April 4, 1933—First annual report of the Goucher College Infirmary; *Goucher College Weekly*, April 20, 1933, p. 4; *President's Letter*, May 1, 1933.

¹¹⁸ *Goucher Alumnae Quarterly*, November 1936, p. 34.

¹¹⁹ "Round of the Year," *Bulletin of Goucher College*, February 1934, p. 48; *Goucher Alumnae Quarterly*, November 1933, p. 24, July 1934, p. 97, July 1935, p. 16; *Goucher College Weekly*, October 6, 1933, p. 1, November 15, 1935, p. 4, November 19, 1937, p. 1.

¹²⁰ Minutes of the Board of Trustees, June 4, 1938. The Goucher Health Program was made the subject of a session of the Alumnae Council in the autumn of 1937 (*Goucher Alumnae Quarterly*, November 1937, p. 46).

¹²¹ *Goucher College Weekly*, November 12, 1937, p. 1, November 19, 1937, p. 1.

¹²² *Ibid.*, November 17, 1933.

¹²³ In Chapter X, "Student Life," will be found details about the transformation of this room and the uses to which it has been put.

¹²⁴ The Woman's College of Baltimore, Program, 1889, pp. 43-44.

¹²⁵ *Baltimore Sun*, December 22, 1897; *President's Letter*, January 26, 1937, p. 8. See Chapter III, "The Administration of President John Franklin Goucher," for further details about the Cycads at the College Day exercises when Dr. Lester Ward spoke of them.

¹²⁶ See *Kalends*, January 1905, p. 115, for a student statement about the museum collections.

¹²⁷ Raymond P. Dougherty, "Goucher College Babylonian Collection," published as *Bulletin of Goucher College*, December 1918.

¹²⁸ The Fogg Art Museum of Harvard University publishes a distinguished periodical called *Technical Studies*. In the October 1932 number, there is an interesting article on this restoration by George L. Stout, "The Restoration of a Fayum Portrait." See article by Louise A. Kohn, '31, in *Goucher Alumnae Quarterly*, February 1933, pp. 3-5, on the Goucher Egyptian Collection.

¹²⁹ Minutes of the Faculty, December 17, 1889, January 7, 1890, January 21, 1890. Dr. Van Meter served as librarian the first few years. Dr. Shefloe was appointed in 1893 and acted in that capacity until 1916.

¹³⁰ Report of President Robertson to the Trustees, June 4, 1934. *President's Letter*, September 24, 1934, pp. 11-12; *Goucher College Catalogue*, 1934-35, pp. 156-159; *Goucher Alumnae Quarterly*, July 1934, p. 49, July 1935, pp. 16, 40, 91.

¹³¹ Report to the Alumnae Association as senior alumnae trustee, *Goucher Alumnae Quarterly*, July 1935, p. 91.

¹³² Miss Falley's report to Executive Committee, Board of Trustees, December 18, 1936. At the present time the library is open 13 $\frac{3}{4}$ hours every weekday, 3 $\frac{3}{4}$ hours on Sundays. A folder on the regulations for the use of the library, 1896, discloses the fact that at that time it was open on weekdays from 8:30 to 9:00 a.m. and from 10:00 a.m. to 6:00 p.m. It was closed every morning during chapel exercises and might be closed on the posting of due notice, "Whenever a public lecture is given before the College." It was not until 1909, after agitation by the Students' Organization for some months, that the library was open in the evenings.

¹³³ Editorial, *Goucher College Weekly*, October 5, 1934, p. 4, October 12, 1934, p. 4.

There are quite different student comments on the library in the early days, when it is to be feared not much attention was given to comforts. One student complained of her "back almost broken by a hard relentless ramrod of a chair" (*Kalends*, February 1896, p. 123), and another asked for the use of electricity rather than gas in the reading room so that it might be "as well lighted and cheerful as other important parts of the building" (*ibid.*, February 1897, p. 123). When Mrs. Guth furnished attractively the Periodical Room in the Alheim Library there was a general expression of appreciation (*Goucher College Weekly*, January 30, 1919; *Bulletin of Goucher College*, June 1919, p. 29).

¹³⁴ Minutes of the Executive Committee, December 18, 1936.

¹³⁵ *Goucher College Weekly*, November 1, 1935, p. 1; *Baltimore Sun*, November 1, 1935. In the Common Room of the Library, on October 31, 1935, in the presence of 100 guests—trustees, faculty, alumnae, students—Mr. Mencken presented these books, President Robertson accepted the gift, and Professor Ola E. Winslow reviewed the life of Sara Haardt as a student, a colleague on the faculty, and a neighbor of Goucher College.

¹³⁶ See *Goucher College Catalogue*, 1937-38, pp. 170-175, for information about the foundations and a list of the lecturers in recent years.

¹³⁷ Dorothy Stimson, "Budget Week at Goucher," *Goucher Alumnae Quarterly*, February 1935, p. 22; *Goucher College Weekly*, December 7, 1934, January 11, 1935.

Eighteen years earlier the same subject had been presented in a simpler way, when President Guth had pointed out the advantages of keeping a budget and Dean Lord had spoken of the success of student budgeting at Smith College (Minutes of the College Council, October 17, 1917). Helen Cort, '37, "Buying on a Budget," *Goucher Alumnae Quarterly*, May 1935, pp. 20-21; *Goucher College Weekly*, February 15, 1935, p. 1. Later three of the four prizes offered by a Baltimore department store for the best college students' clothes budget were won by Goucher students.

¹³⁸ In June 1921, Bryn Mawr was the first college in the United States to make an experiment of this sort.

¹³⁹ The second season, the students and instructors in this work were guests at dinner of President and Mrs. Robertson.

¹⁴⁰ Alumnae Fund was approved by the Board of Trustees, October 6, 1930; for a brief history of the Fund see *Goucher Alumnae Quarterly*, July 1934, p. 100; annual reports made to the Alumnae Association appear in the July issues of the *Quarterly*, beginning 1929, and to the Alumnae Council, in the November numbers from 1929 on. In the alumnae office in the Fund Scrapbook there is a complete set of all fund publicity. For special articles about the Fund see *Goucher Alumnae Quarterly*, July 1929, pp. 6-9, July 1930, pp. 48-49, November 1930, p. 1 (playlet), February 1931, pp. 52-53, May 1931, p. 71, July 1932, pp. 14-16, July 1934, pp. 39-40. The present chairman of the Fund (its third) is Louisa Whildin, '26 (Mrs. Morgan W. Buchner).

¹⁴¹ Before this time the alumnae had raised money for the College: \$1065 for the Gorton Memorial; \$955 for the memorial window for Mrs. Goucher; \$10,000 for the Dean Van Meter Fellowship; \$60,000 (allocated by President Guth from the amount exceeding that sum raised by the alumnae in 1912 in the campaign to free the College from debt) for the Dean Van Meter Professorship; \$42,483 (to which was allocated by the College from alumnae gifts to the 4-2-1 fund sufficient to make the sum \$80,000) for the Lilian Welsh Professorship; \$600,000 through the 4-2-1 campaign for endowment for faculty salaries (to this was added \$400,000 from the General Education Board contingent upon the alumnae raising their sum). Also from the alumnae 4-2-1 gift was allocated \$80,000 for the Hans Froelicher Professorship. These figures in most cases are from the Year Book of the Board of Directors of the Alumnae Association, 1936-37, p. 54, compiled during the presidency of Bell Baker, '05 (Mrs. Henry E. Treide).

¹⁴² Minutes of the Executive Committee, Board of Trustees, September 27, 1934.

¹⁴³ *Ibid.*, October 5, 1937; Minutes of the Board of Trustees, October 11, 1937.

¹⁴⁴ *President's Letter*, February 5, 1934; *Goucher Alumnae Quarterly*, May 1934, p. 29; *Goucher College Weekly*, February 16, 1934, p. 1.

¹⁴⁵ *Goucher Alumnae Quarterly*, February 1935, pp. 14-17. Half of the first \$200,000 deemed necessary for the founding of the College was raised by the organized women of the Methodist Episcopal Church.

¹⁴⁶ Goucher Hall in the process of construction forms the frontispiece of the November 1936 number of the *Goucher Alumnae Quarterly*.

¹⁴⁷ See "Preface."

¹⁴⁸ Minutes of the Faculty, September 29, 1930.

¹⁴⁹ Minutes of the Board of Trustees, October 6, 1930.

¹⁵⁰ *Goucher Alumnae Quarterly*, November 1930, pp. 54-55, pp. 40-41—Editorial.

This meeting was held in the Shack on the campus, November 1, 1930, "in all the glory of a perfect Indian Summer day in Maryland."

¹⁵¹ *Ibid.*, July 1931, p. 60.

¹⁵² *President's Letter*, December 12, 1931, pp. 4-5; Minutes of the Board of Trustees, December 7, 1931. Exhibition of Collegiate Architecture in the central pavilion of Goucher Hall, December 1932, viewed by trustees at their meeting, December 13, 1932, by members of the Executive Committee, December 6, 1932. Suggestions of Goucher Garden Guild, *Goucher Alumnae Quarterly*, February 1933, pp. 15-17. Statement in new edition of the Catalogue, July 1934, p. 202. President's report to the Board of Trustees, October 1, 1934, to the Executive Committee, December 13, 1934; statement of new move toward Towson, *Goucher Alumnae Quarterly*, November 1935, pp. 3-4, 63. Report of President Robertson to the Executive Committee, "A Program for the Development of Goucher College," Minutes of the Executive Committee, Board of Trustees, May 20, 1936; *Goucher Alumnae Quarterly*, February 1937, p. 6. President's report to the Board of Trustees, June 8, 1937; Statement at Commencement, 1937.

¹⁵³ *Goucher Alumnae Quarterly*, July 1937, p. 94. A statement of the history of the present movement toward the campus is found in President Robertson's Convocation Address, October 1, 1937.

¹⁵⁴ For sketches of the two new officers, see article by President Robertson, "Trustees' Activities," *Goucher Alumnae Quarterly*, February 1937, pp. 3-7.

¹⁵⁵ Mr. Niles's letter of acceptance and his outline of plans for the Executive Committee and the Board are found in the Minutes of the Executive Committee, November 16, 1936. Since his election, the Executive Committee has met once a month, and he and President Robertson have had weekly luncheon conferences. See *President's Letter*, January 26, 1937, pp. 1-5.

¹⁵⁶ Minutes of the Faculty, January 22, 1934.

¹⁵⁷ Baltimore *Evening Sun*, June 4, 1931; *Goucher Alumnae Quarterly*, July 1931, p. 69; Minutes of the Executive Committee, Board of Trustees, May 25, 1931. Among the papers were Captain Webb's Testament, the ordination papers of Asbury, and a letter written by John Wesley. At one time all material of the American Methodist Historical Society was kept at the College. (Baltimore *Sun*, February 27, 1888.)

¹⁵⁸ Baltimore *Sun*, June 5, 1931.

¹⁵⁹ Two of the officers of the present Board of Trustees were originally Baltimore Conference trustees: John L. Alcock, treasurer, and John W. Sherwood, vice president. Three members of the Executive Committee represent today that Conference: Dr. John S. German, Clark S. Hobbs, Roszel C. Thomsen.

¹⁶⁰ See Chapter III, "The Administration of President John Franklin Goucher," for the history of the bell.

¹⁶¹ Minutes of the Executive Committee, Board of Trustees, September 27, 1934; *President's Letter*, September 24, 1934, p. 10.

¹⁶² *Donnybrook Fair*, 1935, p. 23. Other tributes to President Robertson will be found in *Donnybrook Fair*, 1932, pp. 20-33, 130, 1933, p. 19, 1934, p. 14, 1936, p. 10, 1937, p. 21, 1938, p. 18; "The Round of the Year," *Bulletin of Goucher College*, February 1934, p. 35.

¹⁶³ *Goucher Alumnae Quarterly*, July 1930, p. 96.

CHAPTER IX

¹ "Third Annual Report of the President," *Bulletin of Goucher College*, December 1916, pp. 8-9.

² Goucher College Catalogue, 1934-35, p. 32.

³ *Ibid.*, p. 33.

⁴ *Ibid.*, p. 32.

⁵ John Dewey, *Democracy and Education*, p. 144.

⁶ Vassar College Catalogue, 1888.

⁷ Wellesley College Catalogue, 1888.

⁸ The Woman's College of Baltimore, Program, 1893-94, p. 28.

⁹ *Ibid.*, 1895-96, p. 38.

¹⁰ "Third Annual Report of the President," *Bulletin of Goucher College*, December 1916, p. 27.

¹¹ *Literary Digest*, September 1, 1934.

¹² "Curriculum Revision at the University of Wisconsin," *School and Society*, 1930, pp. 561-562.

¹³ Goucher College Catalogue, 1934-35, p. 38.

¹⁴ John Dewey, *School of Tomorrow*, p. 1.

CHAPTER X

¹ Lilian Welsh, *Reminiscences of Thirty Years in Baltimore*, p. 146.

² Chosen by the vote of the students in the fall of 1889. See *Kalends*, May 1890, p. 8, November 1891, p. 2.

³ Minutes of the Board of Control, June 7, 1891.

⁴ *Kalends*, February 1893, p. 41.

⁵ "Conditions of Admission to the College Home," *Regulations* of 1892.

⁶ *Ibid.*

⁷ Minutes of the Board of Control, January 17, 1895.

⁸ *Ibid.*, April 18, 1891.

⁹ *Jaelamkli Leaflet*, April 1891, p. 5.

¹⁰ *The Outlook*, July 27, 1895, p. 138. Lest too much sympathy be wasted on the social frustrations of this period, a statement, made one spring and true probably of all, is worthy of consideration: "By this time the memory books which were started the first of the year, refuse to shut, but display between their wide-open covers, a motley collection of preserved flowers, bon-bon tongs, programmes, and other spoils of the winter" (*Jaelamkli Leaflet*, April 1891, p. 6).

¹¹ *Baltimore Sun*, February 17, 1890.

¹² *Kalends*, June 1895, p. 216.

¹³ *Ibid.*, November 1900, p. 77.

¹⁴ *Ibid.*, June 1892, p. 79.

¹⁵ *Baltimore American*, November 5, 1892.

¹⁶ *Baltimore Sun*, January 27, 1894; *Kalends*, March 1894, p. 56. Other class

"firsts" will be found in their proper places in the accounts of the organizations and traditions.

¹⁷ *Bulletin of Goucher College*, July 1915, p. 24.

¹⁸ Minutes of the Faculty, January 28, 1889.

¹⁹ *Baltimore Sun*, December 11, 1889. Florence Belle Cole, afterward Mrs. Shefloe, was an accomplished musician, the organist of First Methodist Episcopal Church.

²⁰ Letter from Mrs. James L. Patton, the sister of Mrs. Shefloe and Anna L. Cole, '92. Mrs. Patton continued for several years as the leader of the College Glee Club.

²¹ *Donnybrook Fair*, 1923, p. 128.

²² Written by Helen Tottle, '28 (Mrs. Parker W. Frames).

²³ *Goucher College Weekly*, November 7, 1933—An article giving an account of the programs, 1925-1933.

²⁴ *Ibid.*, April 27, 1934; *Baltimore Sun*, April 20, 1934. It is interesting to note that thirty years before, the Glee and Mandolin Clubs were permitted to give a joint concert with the musical clubs of the Johns Hopkins University for the benefit of Lawrence House, "with the understanding that the policy of the College be respected" (Board of Control, May 3, 1904). In the early days, after the Glee Club concert, there was a "prom"; in later years, a dance (*Kalends*, April 1903, pp. 165-166; *Donnybrook Fair*, 1936, p. 81). For some years the Glee Club gave a second concert in honor of the seniors during commencement week (*Students' Handbook*, 1912-13, p. 24), but this was given up during the war and not resumed (*Bulletin of Goucher College*, June 1917, p. 42).

²⁵ *Baltimore Methodist*, December 1, 1893.

²⁶ *Goucher Alumnae Quarterly*, February 1935, p. 35.

²⁷ *Donnybrook Fair*, 1923, p. 129.

²⁸ Sing Song, one of the most interesting college traditions, will be treated in the section on Traditions.

²⁹ *Donnybrook Fair*, 1920, p. 99.

³⁰ See Chapter IV, "The Administration of President Eugene Allen Noble."

³¹ The first prize was won by Anna Lewis Cole, '92, in 1895 for her "Song of the Woman's College of Baltimore." Beginning "Where is pain or care or sorrow" and set to music by Mr. John Itzel of Baltimore, it was sung for many years at commencement and on other college occasions. Two prizes for songs were awarded in 1900, the first to Melissa Hill, '00, for her song, "Let Us Come to Sing in Full Round Chorus," and the second to Caroline L. Sparrow, '00, for hers, beginning "There's the firm brown earth beneath us and the clear blue sky above." In 1908, when eleven songs were entered in a contest, the prize went to Letitia Stockett, '09, for her song, "Fostering Mother," beginning "Oh, thou that sendest daughters forth."

³² Subsequent song books were published by the Class of 1914 and by the Class of 1927. A few new and up-to-date editions of the old books have been issued, and on numerous occasions booklets were printed containing the favorite songs of the period. A complete set of the song books and some of the booklets may be found in the alumnae office and the college library.

³³ *Goucher Alumnae Quarterly*, May 1932, p. 36.

³⁴ *Goucher College Weekly*, May 2, 1918, p. 177.

³⁵ "Picture," said an alumna many years after graduation, "a mustached villain booted, spurred, and armed, clad in a short, but unmistakable skirt" (*Donnybrook Fair*, 1926, p. 148).

³⁶ Minutes of the Board of Control, February 16, 1908; *Kalends*, May 1908, p. 277.

³⁷ *Ibid.*, February 1900, p. 144.

³⁸ Minutes of the Board of Control, February 12, 1907; *Kalends*, June 1907, p. 272.

³⁹ Minutes of the Board of Control, February 16, 1908. There is an article on the dramatics of this period by May L. Keller, '98, in *Kalends*, March 1908, p. 179. The students referred to the "ultra private" representation of their annual theatricals as "utterly demoralizing" (*Kalends*, March 1908, p. 205.)

⁴⁰ Minutes of the Board of Control, January 23, 1906.

⁴¹ *Ibid.*, May 29, 1902.

⁴² *Kalends*, January 1909, pp. 105, 108; Minutes of the Board of Control, November 10, 1908. At the presentation of *The Merchant of Venice*, December 16, 17, 1908.

⁴³ *Goucher College Weekly*, May 2, 1918, p. 177.

⁴⁴ Minutes of the Board of Control, January 28, 1908, October 27, 1908.

⁴⁵ *Kalends*, January 1915, p. 169.

⁴⁶ *Ibid.*, January 1909, pp. 84-89.

⁴⁷ There is an illustrated article on the history of dramatics from the beginning in *Goucher Alumnae Quarterly*, February 1931, pp. 20-29, written by Lenore Turner, '23.

⁴⁸ *Ibid.*, March 1892, p. 50. It was said that the stage curtains were more than delicately reminiscent of the living room rugs in Homes A and B (*Goucher College Weekly*, February 1931, p. 21).

⁴⁹ Minutes of the Board of Control, May 5, 1892.

⁵⁰ *Donnybrook Fair*, 1897, p. 90.

⁵¹ *Ibid.*, 1929, p. 26—Article by Dr. Froelicher.

⁵² Accounts of the presentation are given in *Kalends*, June 1902, p. 265, and *Donnybrook Fair*, 1904, p. 145. Articles on college drama by Lila Verplanck North are found in *Kalends*, April 1903, p. 147, May 1903, p. 189.

⁵³ *Donnybrook Fair*, 1904, p. 145.

⁵⁴ *Ibid.*, 1903, pp. 141-154.

⁵⁵ *Kalends*, April 1902, pp. 189-190; *Donnybrook Fair*, 1904, p. 146.

⁵⁶ Boat-ride plays will be considered in the section on Traditions.

⁵⁷ *Donnybrook Fair*, 1905, p. 173.

⁵⁸ *Ibid.*, p. 174; *Kalends*, January 1904, pp. 80, 100.

⁵⁹ The Class of 1907 gave the opera *Robin Hood* with Mrs. Belle Cole Sheffoe as director.

⁶⁰ The Class of 1929 expected to give *Cyrano de Bergerac*, but the "sad existence of royalties" prevented.

⁶¹ The history and other functions of Agora will be considered in the section on Clubs and Organizations.

⁶² And so, after twenty-two years, the students were able to get the dramatic club for which they had asked in 1897. The minutes of the Board of Control state (February 9, 1897) that an application was received, signed by fourteen students, asking

permission to organize a dramatic club. To which a reply was made (February 23, 1897) that "while we should be happy to encourage the formation of an association for the study of dramatic literature, it is contrary to the policy of the institution to encourage systematic dramatic representation."

⁶³ *Goucher College Weekly*, April 27, 1934, p. 1, February 8, 1932, p. 2—An account of the changes.

⁶⁴ *Kalends*, November 1915, pp. 28-29. Subsequently stage models were also accumulated. See "Goucher's Growing Theatre Museum," *Goucher Alumnae Quarterly*, November 1932, p. 29.

⁶⁵ *Goucher Alumnae Quarterly*, October 1928, pp. 17-21—Article by Dr. Brinkley on the dramatic conditions of the College at this time.

⁶⁶ Elizabeth Nitchie in *Donnybrook Fair*, 1932, p. 195; *Goucher College Weekly*, March 12, 1931, p. 1.

⁶⁷ This was the first presentation in this country of a translation of Hugo Von Hoffmannthal's version of *Everyman*, and it was attended with much interest by many besides the Goucher faculty and students (*Goucher Alumnae Quarterly*, February 1934, p. 39).

⁶⁸ *Donnybrook Fair*, 1935, p. 117; *Goucher College Weekly*, December 8, 1933—Editorial on that and other changes; *ibid.*, November 23, 1934. Goucher players, too, in turn, aided the Hopkins Barnstormers, and it is to be remembered that Virginia Dillon, '32, had the leading feminine part in the production at Princeton of Ernest Toller's *Man and the Masses* (*Princeton Herald*, March 13, 1931).

⁶⁹ *Baltimore Sun*, December 11, 1889.

⁷⁰ "—in a Sound Body," *Goucher Alumnae Quarterly*, May 1933, pp. 10-13—Article on the present day requirements and plans by Eline von Borries, '15.

⁷¹ *New York Herald Tribune*, March 13, 1933—Article by Jane Owen.

⁷² *Kalends*, May 1890, p. 8.

⁷³ *Jaelamkli Leaflet*, April 1891, p. 6.

⁷⁴ *New York Tribune*, October 29, 1893.

⁷⁵ *Bulletin of the Woman's College of Baltimore*, March 1905, p. 9. The freshman-sophomore tennis cup, lost for some years, was discovered in 1936 and again used as a prize (*Goucher College Weekly*, October 2, 1936, p. 1).

⁷⁶ *Donnybrook Fair*, 1932, p. 213, 1933, p. 217.

⁷⁷ *New York Tribune*, May 28, 1893.

⁷⁸ *Ibid.*, June 2, 1894.

⁷⁹ "Round of the Year," *Bulletin of Goucher College*, July 1915, p. 35; *Kalends*, June 1915, p. 290.

⁸⁰ *The Baltimore News*, December 6, 1897, December 9, 1897; *Donnybrook Fair*, 1899.

⁸¹ *Ibid.*, 1933, p. 209.

⁸² *Baltimore Sun*, December 9, 1897.

⁸³ *Kalends*, January 1901, p. 146.

⁸⁴ *Donnybrook Fair*, 1905, p. 139, 1902, p. 120.

⁸⁵ *Bulletin of Goucher College*, June 1920, p. 64.

⁸⁶ *Baltimore Methodist*, April 30, 1896.

⁸⁷ *Donnybrook Fair*, 1935, p. 161, 1918, p. 115; *Goucher College Weekly*, May 8, 1936, p. 1—An account of a present-day swimming meet.

⁸⁸ *Donnybrook Fair*, 1933 (2nd), p. 123. This team also plays a faculty one (*Goucher College Weekly*, March 5, 1937, p. 1).

⁸⁹ *The Baltimore News*, April 26, 1923.

⁹⁰ *Donnybrook Fair*, 1922, p. 203.

⁹¹ *The Baltimore News*, November 2, 1923. This was not the first time, however, that Goucher students had enjoyed horseback riding while at college, for in the very first number of *Kalends* (May 1890, p. 8) is the following, "There are some very expert and graceful equestriennes among our students."

⁹² *Goucher Alumnae Quarterly*, April 1928, p. 67, May 1936, p. 44—An account of a demonstration of the modern dance.

⁹³ *Ibid.*, November 1935, p. 53; *Goucher College Weekly*, October 11, 1935, p. 4, February 12, 1937, p. 1.

⁹⁴ *Goucher College Weekly*, December 11, 1936, p. 1.

⁹⁵ *Ibid.*, November 22, 1935, p. 1; *Goucher Alumnae Quarterly*, February 1935, p. 34, May 1936, p. 45.

⁹⁶ *Kalends*, October 1896, p. 16.

⁹⁷ *Baltimore Sun*, October 2, 1897; *Kalends*, May 1899, p. 181.

⁹⁸ *Goucher College Weekly*, November 2, 1934, February 19, 1937, p. 1, March 1, 1935; *Donnybrook Fair*, 1933 (1st), p. 213.

⁹⁹ *Ibid.*, 1910, p. 147.

¹⁰⁰ *Baltimore Methodist*, April 30, 1896.

¹⁰¹ *Donnybrook Fair*, 1924, p. 177; *Goucher Alumnae Quarterly*, May 1925, p. 27.

¹⁰² *Donnybrook Fair*, 1909, p. 149—An article on athletics of that period.

¹⁰³ *Bulletin of Goucher College*, February 1917, p. 43—A talk to first Alumnae Council by Katherine Treide Baer, '17.

¹⁰⁴ *Donnybrook Fair*, 1923, p. 174.

¹⁰⁵ *Kalends*, May 1890, p. 3. One of the clubs was the Doz, whose meetings were held in what is now the Faculty Room, but which the students then called the "tadpole room" because of material kept there for the biology department next door. It was a secret organization, but whatever other secrets it may have had, the fact was well known that feasting was its main occupation when meetings were in session.

¹⁰⁶ Minutes of the Faculty, November 11, 1890, December 9, 1890; *Kalends*, November 1890, p. 21.

¹⁰⁷ *Kalends*, November 1890, p. 21; *Jaelamki World*, November 1890, vol. 1, no. 1; *Jaelamkli Leaflet*, December 1890, p. 8. Minutes and constitution of the Jaelamkli Society were given to the authors by Mary Field, '95 (Mrs. H. P. Sadtler). The first six numbers of the Jaelamki publication may be found in the alumnae office.

¹⁰⁸ *Kalends*, May 1908, p. 296.

¹⁰⁹ *Ibid.*, May 1911, p. 257, April 1912, p. 214; *Bulletin of Goucher College*, February 1917, p. 43.

¹¹⁰ *Kalends*, April 1892, p. 57.

¹¹¹ *The Outlook*, July 27, 1895, p. 138.

¹¹² *Kalends*, January 1895, p. 101. Organized October 1895 (*Donnybrook Fair*, 1897, p. 92).

¹¹³ In addition to the departmental clubs, there was for some years under the leadership of Miss Blogg, assistant librarian, a library club for those interested in practical library work.

¹¹⁴ Maynard M. Metcalf, "The Early Years of College," *Goucher Alumnae Quarterly*, November 1932, p. 7.

¹¹⁵ Dr. Metcalf's report to the President, quoted in Dr. Goucher's report to the Trustees, November 5, 1896.

¹¹⁶ Dr. Metcalf in the *Bulletin of Goucher College*, April 1905, p. 7.

¹¹⁷ *Kalends*, February 1897, p. 121; *Baltimore Sun*, March 24, 1899.

¹¹⁸ *Goucher College Weekly*, February 7, 1936, p. 3, February 21, 1936, p. 1. Emily Kemp, '36, "Physics Goes Phrivolous," *Goucher Alumnae Quarterly*, May 1936, pp. 31-32.

¹¹⁹ *Baltimore Sun*, November 9, 1892.

¹²⁰ *Baltimore Herald*, November 7, 1900.

¹²¹ *Goucher Alumnae Quarterly*, May 1932, p. 38.

¹²² *Donnybrook Fair*, 1930, p. 122, and *Goucher College Weekly*, November 1, 1928—One of the best political rallies. *Goucher Alumnae Quarterly*, November 1932, p. 4, July 1929, p. 42; *Goucher College Weekly*, April 16, 1932, p. 1; April 30, 1932, November 2, 1934, November 9, 1934.

¹²³ *Kalends*, February 1896, p. 125; *Donnybrook Fair*, 1898, pp. 78-86, 1902, pp. 91-100. The Hackettstown Club was the only club composed of members from a single place. A number of students from Centenary Collegiate Institute in Hackettstown came to the College (*Kalends*, November 1909, p. 35).

¹²⁴ For material about these societies see *Donnybrook Fair* for the years 1899 through 1918; about some of their customs see *ibid.*, 1913, p. 109; *Kalends*, December 1910, p. 70; *Goucher College Weekly*, October 20, 1927, p. 7.

¹²⁵ *Donnybrook Fair* from 1904 through 1922.

¹²⁶ *Donnybrook Fair*, 1920, p. 123, 1896, p. 88, 1897, p. 81, 1898, p. 86.

¹²⁷ *Goucher Alumnae Quarterly*, July 1933, p. 56.

¹²⁸ An account of the organization of the various chapters is found in *Donnybrook Fair*, 1933 (2nd), pp. 129-144; of their altruistic work, *ibid.*, 1935, pp. 140-155, 1936, pp. 119-133, 1937, pp. 105-119. For a general discussion of the subject of sororities in the College see *Bulletin of Goucher College*, June 1927, pp. 11-12.

¹²⁹ Minutes of the Faculty, December 9, 1890; Minutes of the Board of Control, October 4, 1893, November 10, 1893, December 6, 1893, November 29, 1894.

¹³⁰ Minutes of the Board of Control, November 23, 1896, May 23, 1910. For further discussion of sororities see: Dr. Welsh's history of the Alumnae Association, *Goucher Alumnae Quarterly*, May 1933, pp. 26-27; Dr. Welsh, *Reminiscences of Thirty Years in Baltimore*, p. 152; Minutes of the Board of Trustees, February 6, 1912; *Kalends*, December 1914, p. 180, June 1915, p. 310, March 1893, p. 46, November 1907, pp. 29-31, January 1908, pp. 118-120, June 1912, p. 284, November, 1912, pp. 30-31; *Goucher College Weekly*, November 10, 1933, October 25, 1935, p. 2, November 1, 1935, p. 2; Minutes of the College Council, May 10, 1911.

¹³¹ *Goucher College Weekly*, April 19, 1935. It is interesting to note that at the commencement exercises in 1894 it was announced that Zeta of Alpha Phi had given a scholarship (*Kalends*, June 1894, p. 105), perhaps the first scholarship given by a stu-

dent group. It was a sorority chapter also—Tau Kappa Pi—that arranged for the first group of public lectures given by the faculty, when Dr. Froelicher spoke on Schiller, Professor Butler on Tennyson, and Dr. Shefloe on Leopardi (*Baltimore Methodist*, March 30, 1893).

¹³² Minutes of the Board of Control, February 23, 1904, October 26, 1904. There is an article on the value of a debating society for students by Dr. Metcalf in *Kalends*, June 1905, pp. 99-101.

¹³³ *Ibid.*, March 1903, p. 121, May 1903, p. 179.

¹³⁴ *Bulletin of Goucher College*, March 1905, p. 116.

¹³⁵ Minutes of the Board of Control, April 23, 1907.

¹³⁶ *Donnybrook Fair*, 1911, p. 126.

¹³⁷ *Bulletin of Goucher College*, 1917, p. 44.

¹³⁸ *Goucher College Weekly*, December 15, 1927, p. 5. For poster contests see *Kalends*, February 1916, p. 163; *Goucher College Weekly*, January 13, 1916, p. 2.

¹³⁹ *Donnybrook Fair*, 1896, p. 77.

¹⁴⁰ *Kalends*, February 1895, p. 126; *Donnybrook Fair*, 1897, p. 89.

¹⁴¹ *Kalends*, May 1897, p. 195.

¹⁴² Minutes of College Council, April 22, 1922.

¹⁴³ *Goucher College Weekly*, March 13, 1924, p. 1, May 9, 1929, pp. 1, 2, 5.

¹⁴⁴ *Ibid.*, 1932, p. 141. In this debate the Goucher team was victorious, but in a subsequent debate with Puerto Ricans on the affirmative side of the topic, "Resolved: That the United States should cease its policy of armed intervention in the Caribbean," they were not successful (*Goucher Alumnae Quarterly*, May 1932, p. 36; *Goucher College Weekly*, March 12, 1932, p. 7, March 19, 1932, p. 1).

¹⁴⁵ The interest in social welfare was at once rewarded and quickened by having a junior from Goucher College participate in Junior Month in which, since 1923, Goucher College has been represented—one among twelve of the eastern women's colleges (*Goucher College Weekly*, February 22, 1923, p. 2; *Goucher Alumnae Quarterly*, March 1923, p. 16, April 1930, pp. 32-34; *Students' Handbook*, 1928-29, p. 17).

¹⁴⁶ *Donnybrook Fair*, 1896, p. 74.

¹⁴⁷ *Bulletin of Goucher College*, October 1914, p. 68.

¹⁴⁸ *Donnybrook Fair*, 1898, p. 76.

¹⁴⁹ *Ibid.*, 1897, p. 75. This club was formed after a visit of Francis Willard to the College.

¹⁵⁰ *Bulletin of Goucher College*, August 1932, p. 33.

¹⁵¹ *Ibid.*, July 1935, pp. 175-176.

¹⁵² *Goucher College Weekly*, December 11, 1936, p. 1.

¹⁵³ There are also today organizations through which interest in hobbies is furthered, such as the Stamp Club and the Camera Club.

¹⁵⁴ In its earlier history the "Y" used the room which is now the Faculty Room, but in 1913-14, after the chemistry department had moved to Catherine Hooper Hall, the Trustees assigned to the Y. W. C. A. its present room. (*Donnybrook Fair*, 1920, p. 84; "Record of the Year," *Bulletin of Goucher College*, June 1919, p. 23.)

¹⁵⁵ *Goucher Alumnae Quarterly*, February 1932, p. 44-46.

¹⁵⁶ On several occasions the Executive Committee of the Board of Trustees of

Goucher College has awarded scholarships to students from Isabella Thoburn College, and two of the recipients, Sarasvati Singh, '10, and Constance Maya Das, '11 (Mrs. Prem Nath Dass), after being graduated from Goucher have taught in their college at Lucknow, the latter being today its vice principal. Moreover, several Goucher graduates have taught at Lucknow and two have filled the office of president of their sister college: Ruth Robinson, '99, from 1908 to 1917, and Flora Robinson, '08, from 1919 to 1921.

¹⁵⁷ From the records of the Women's Missionary Society of the Methodist Episcopal Church, through Lulie P. Hooper, '95.

¹⁵⁸ *Goucher Alumnae Quarterly*, February 1932, p. 45. Around this Goucher College wing, Constance Maya Das, '11 (Mrs. Prem Nath Dass), has planted ragged robins and coreopsis. Isabella Thoburn College was the first East Indian college to offer science courses to women and is the only one offering a B.Sc. degree (*President's Letter*, March 30, 1936, p. 17).

¹⁵⁹ *Goucher College Weekly*, February 7, 1936, pp. 1, 4 (Editorial). In the fall of 1936, when Isabella Thoburn College observed its fiftieth anniversary, it was able to secure sufficient money to erect a chapel, ground for which was broken January 26, 1938.

¹⁶⁰ *Kalends*, December 1912, p. 72, January 1913, p. 109.

¹⁶¹ *Students' Handbook*, 1934-35, pp. 23-24. Other items about the United Campaign Fund may be found in Minutes of the College Council, January 5, 1922, May 18, 1922; *Goucher Alumnae Quarterly*, April 1929, p. 62; *Goucher College Weekly*, February 8, 1935, pp. 4, 6, February 14, 1936, p. 1, February 28, 1936, p. 1, January 29, 1937, p. 1, February 12, 1937, p. 1, January 28, 1938, p. 1, February 11, 1938, p. 1.

¹⁶² *Students' Handbook*, 1912-13, pp. 12-15. At this time nineteen of the Goucher Alumnae were on the mission field.

¹⁶³ *Kalends*, October 1895, p. 20, December 1903, pp. 69-70; *Baltimore Methodist*, October 10, 1895; *Bulletin of Goucher College*, June 1917, pp. 37-38, 40.

¹⁶⁴ Since the removal of the library to Glitner in 1934, the Firesides have been held in Fensal.

¹⁶⁵ *Goucher Alumnae Quarterly*, April 1928, pp. 55-56.

¹⁶⁶ Minutes of the Board of Control, May 28, 1901.

¹⁶⁷ Minutes of the Board of Instruction, February 4, 1895.

¹⁶⁸ *Kalends*, April 1895, p. 183.

¹⁶⁹ *New York Tribune*, April 6, 1895.

¹⁷⁰ Minutes of the Board of Instruction, May 6, 1895.

¹⁷¹ *Kalends*, October 18, 1895, p. 6, November 1895, p. 36, May 1905, p. 241.

¹⁷² Minutes of the Board of Control, December 11, 1900.

¹⁷³ *Kalends*, January 1905, p. 116.

¹⁷⁴ *Ibid.*, December 1903, p. 62.

¹⁷⁵ Minutes of the Board of Control, May 28, 1901.

¹⁷⁶ In the college library may be found the Minutes of the Students' Organization, 1901 to 1913; the Minutes of the Executive Board, 1915 to 1922; also, in a separate book, the first and second constitutions.

¹⁷⁷ *Kalends*, December 1906, p. 35.

¹⁷⁸ *Ibid.*, November 1906, p. 11.

¹⁷⁹ *Ibid.*, December 1906, p. 35.

¹⁸⁰ *Bulletin of Goucher College*, August 1922, p. 21; *Kalends*, May 1916, pp. 284-285, June 1918, pp. 315-316; *Goucher College Weekly*, May 24, 1917, p. 188, January 30, 1919, pp. 77, 80, 83, May 22, 1919, pp. 175-176; *Donnybrook Fair*, 1918, p. 104; Minutes of the College Council, April 10, 1924; Dean Lord's address to the first Alumnae Council, February 1917, "The Problems of Student Government as Seen from the Dean's Office," *Bulletin of Goucher College*, February 1917, pp. 31-34; also in same *Bulletin* statement made to same meeting by Mary Lineback, '17, president of the Students' Organization, pp. 42-43.

¹⁸¹ *Goucher College Weekly*, December 13, 1928, p. 1.

¹⁸² *Donnybrook Fair*, 1929, pp. 169-170; *Students' Handbook*, 1928-29, p. 8.

¹⁸³ Hans Froelicher, "The New Regulations in Regard to Smoking," *Goucher Alumnae Quarterly*, January 1930, p. 44; Summary of Activities of College Council, 1923-24; Minutes of College Council, March 4, 1923.

¹⁸⁴ *Kalends*, February 1911, p. 180, March 1911, p. 195.

¹⁸⁵ *Ibid.*, January 1910, p. 122, March 1915, pp. 215-216, January 1916, p. 117; *Bulletin of Goucher College*, June 1917, p. 35, December 1927, p. 30; Summary of Activities of College Council, 1916-17; *Students' Handbook*, 1919-20, p. 38; *Donnybrook Fair*, 1918, p. 105; *Goucher Alumnae Quarterly*, February 1934, p. 41, May 1934, p. 36, May 1936, pp. 35-46; *Goucher College Weekly*, February 15, 1935, February 21, 1936, p. 1, February 14, 1936, p. 1. Parties, too, have been used to foster among the seniors interest in the Alumnae Association, the Board of Directors of which, for some years past, has arranged a party for them. The entertainment has varied. Several times it has taken the form of a Fashion Show. Once it was of special significance when a Tercentenary Party was held in observance of the three hundredth anniversary of the founding of Maryland. Five original sketches centering around outstanding women in the early history of the state were presented (*Goucher Alumnae Quarterly*, May 1934, p. 48). In 1938 not only the seniors but the lower classes as well were entertained.

¹⁸⁶ *Bulletin of Goucher College*, December 1919, p. 19.

¹⁸⁷ *Goucher Alumnae Quarterly*, February 1923, p. 4.

¹⁸⁸ *Ibid.*, March 1922, p. 4.

¹⁸⁹ *Goucher College Weekly*, October 2, 1933, November 1, 1935, p. 1, November 22, 1935, p. 2.

¹⁹⁰ *The Jaclamkli Leaflet* was started in the fall of 1890 by Boarding Hall students. See section on Clubs. About the same times that *Kalends* was first published, sub-collegiates issued a paper, *Sex Sorores*, which was devoted to news from the Baltimore City College, Harvard University, Johns Hopkins University, Bryn Mawr College, and Pennington Seminary. Of the "six sisters" who published this paper, which lived only a few years, three were graduated from the College. There are copies of two issues in the alumnae office. For several years at the beginning of the century, the students—usually the sophomores—published an attractive calendar with pictures of faculty and buildings, and sometimes with quotations supplied by members of the

staff (*Kalends*, January 1901, p. 155; Minutes of the Executive Committee, Board of Trustees, January 8, 1907).

¹⁹¹ Minutes of the Faculty, May 6, 1890.

¹⁹² *Donnybrook Fair*, 1937, p. 124.

¹⁹³ *Kalends*, February 1895, pp. 125-126.

¹⁹⁴ *Ibid.*, March 1905, p. 192, April 1912, p. 218, March 1915, p. 215; *Bulletin of Goucher College*, March 1905, p. 16.

¹⁹⁵ *Kalends*, May 1895, pp. 204-205; *Donnybrook Fair*, 1904, pp. 136-137.

¹⁹⁶ *Ibid.*, 1924, pp. 147-148. Every year since 1895 a handsomely bound volume of from one hundred fifty to two hundred pages has come out, save only once—the war year, 1918—when the Class of 1919 decided that they were not justified in spending a thousand dollars and devoting so much effort to publishing the usual book; and so, with the willing consent of the seniors, the subscription money was given to a war fund, and *Donnybrook Fair* dwindled to *Donnybrooklet*, a thin volume in a paper cover.

¹⁹⁷ Jane F. Goodloe, "Donnybrook Fair in 1929," *Goucher Alumnae Quarterly*, July 1929, pp. 30-32; *Kalends*, June 1906, p. 243.

¹⁹⁸ *Bulletin of Goucher College*, December 1916—The third annual report of President Guth, dated November 16, 1916. For many years Amanda was the colored maid in charge of Bennett Hall.

¹⁹⁹ *The Baltimore News*, October 17, 1924.

²⁰⁰ *Kalends*, June 1894, p. 89.

²⁰¹ *Bulletin of Goucher College*, June 1917, p. 30.

²⁰² See also article by President Guth, "The Forward Look," *Goucher College Weekly*, January 13, 1916, and his report to the Board of Trustees, dated November 16, 1916, *Bulletin of Goucher College*, December 1916.

²⁰³ *Ibid.*, February 1917, p. 41.

²⁰⁴ *Kalends*, February 1916, p. 148.

²⁰⁵ *Donnybrook Fair*, 1918, p. 136.

²⁰⁶ *Bulletin of Goucher College*, June 1917, pp. 32-33.

²⁰⁷ *Goucher College Weekly*, October 12, 1934.

²⁰⁸ This service is conducted by the Associated Collegiate Press of the National Scholastic Press Association. *Goucher College Weekly*, August 1, 1935, p. 4, October 2, 1936, p. 1, February 26, 1931, p. 2.

²⁰⁹ *Buffalo Christian Advocate*, April 2, 1891.

²¹⁰ *Donnybrook Fair*, 1899, p. 97. A four page leaflet, *Goucher College Press News*, vol. 1, no. 1, November 9, 1926, contains a history of the Goucher Press Club, pp. 1, 4.

²¹¹ *Donnybrook Fair*, 1923, p. 125; *Goucher College Weekly*, January 17, 1922, p. 66.

²¹² *Goucher College Press News*, November 9, 1926, p. 4.

²¹³ *The Baltimore News*, October 13, 1925.

²¹⁴ Articles showing reaction against traditions may be found in *Goucher College Weekly*, May 1, 1930, p. 2, May 8, 1930, p. 2, March 12, 1930, p. 2; *Goucher Alumnae Quarterly*, February 1931, p. 65; *Donnybrook Fair*, 1933, p. 41. A good tradition that has not been preserved is the Tradition Meeting begun by the Class of 1915 and

intended to be held every four years, so that each college generation could learn of the earlier days of the College. On the first occasion, Dr. Welsh presided, and talks were made by Dr. Van Meter, Dr. Hopkins, Mary Owen Dean, '95, Emily Doetsch, '03, Stella McCarty, '92 (*Kalends*, March 1915, p. 208, June 1915, p. 301; *Bulletin of Goucher College*, July 1915, p. 62). For reasons for the new point of view see an article by Margaret Ancker, '32, *Goucher Alumnae Quarterly*, July 1931, p. 6.

²¹⁵ Maynard M. Metcalf, "College Customs," *Donnybrook Fair*, 1907, pp. 9-11. An article representing the conservative alumnae viewpoint may be found in *Goucher Alumnae Quarterly*, July 1932, pp. 31-32. For the interest of alumnae in preserving tradition see *Goucher College Weekly*, June 9, 1917, p. 199.

²¹⁶ Minutes of the Board of Control, May 5, 1930.

²¹⁷ An article on the effect of honors work upon the students, written by Dr. Nitchie, is found in the *Goucher Alumnae Quarterly*, February 1933, pp. 23-27.

²¹⁸ *Baltimore Sun*, October 7, 1900.

²¹⁹ Miriam Franc, '15, "Round of the Year," published as *Bulletin of Goucher College*, July 1915, see pp. 9-10.

²²⁰ Elizabeth B. Locke, '23, "The Changing Spirit of Hazing," *Goucher Alumnae Quarterly*, December 1924, pp. 27-30.

²²¹ *Kalends*, October 1895, pp. 21-22, October 1896, p. 16; *The Outlook*, July 27, 1895, p. 138; *Baltimore Sun*, October 8, 1900; *Baltimore Evening Sun*, November 3, 1914; *Bulletin of Goucher College*, June 1919, p. 13. The year 1918-19, whether because of the trying experiences in relation to the "flu" in October or the reaction from the strain of the war, was marked by an "earnest display of goodwill and comradeship," and one of its expression was the resolve not to defraud the freshmen of their gowns.

²²² Minutes of the Board of Instruction, September 7, 1925. While the sophomores were busy trying to initiate the new students, the College, in its efforts to solve the problem of readjustment for the freshman, began in 1922 a series of talks by important members in the college system—the President of the College, the Dean, the President of the Students' Organization, the Student Counselor, the Medical Adviser, the Athletic Director, the Chairman of the Department of Education, the Librarian. See Dean Stimson's talk to the Alumnae Council, February 10, 1922, *Goucher Alumnae Quarterly*, March 1922, pp. 1-3.

²²³ *Donnybrook Fair*, 1933 (2nd), p. 76.

²²⁴ *Kalends*, December 1911, p. 71.

²²⁵ *Goucher College Weekly*, October 26, 1922, p. 7; *Goucher Alumnae Quarterly*, December 1924, p. 25. When the American Forestry Association met in Baltimore in 1932, on May 26 they planted on the Goucher campus a Mt. Vernon walnut tree (*Baltimore Sun*, May 26, 1932; *The Baltimore News*, May 27, 1932). In 1924, two class trees were planted. Dr. and Mrs. Beardsley with the seniors sang and shovelled as they planted the 1925 tree, and Dr. and Mrs. Curtis with some of the Class of 1924 planted their tree with equal enthusiasm (*Bulletin of Goucher College*, June 1924, p. 39; *Goucher College Weekly*, October 30, 1924, p. 1).

²²⁶ *Bulletin of Goucher College*, December 1919, p. 34.

²²⁷ *Donnybrook Fair*, 1920, pp. 105-111; Minutes of College Council, May 1, 1919.

- ²²⁸ *Bulletin of Goucher College*, June 1919, p. 24.
- ²²⁹ *Donnybrook Fair*, 1931, pp. 148-149.
- ²³⁰ *Ibid.*, p. 148.
- ²³¹ *Goucher College Weekly*, November 20, 1919, p. 31, November 23, 1921, p. 37; "Record of the Year," *Bulletin of Goucher College*, June 1920, pp. 103, 105-106.
- ²³² Accounts of the first Thanksgiving Dinner may be found in *Goucher College Weekly*, November 13, 1919, pp. 25, 31, 32, December 4, 1919, p. 37; "Record of the Year," *Bulletin of Goucher College*, June 1920, pp. 11, 103-105.
- ²³³ *Goucher Alumnae Quarterly*, January 1930, p. 54.
- ²³⁴ *Goucher College Weekly*, November 27, 1930, pp. 1, 2 (Editorial).
- ²³⁵ *Ibid.*, November 19, 1931.
- ²³⁶ *Kalends*, December 1895, p. 78, January 1896, p. 95.
- ²³⁷ *Ibid.*, January 1898, p. 91.
- ²³⁸ *Goucher Alumnae Quarterly*, February 1935, p. 34.
- ²³⁹ *Ibid.*, p. 36, February 1933, p. 51.
- ²⁴⁰ *Bulletin of Goucher College*, June 1920, p. 11; *Goucher College Weekly*, December 18, 1919, p. 49.
- ²⁴¹ After 1925, the Glee Club assisted the Choir at this service (*ibid.*, November 17, 1933). Mrs. Low, as well as Mr. Ender, later assisted in the development of the idea. Accounts of carol services may be found in *Bulletin of Goucher College*, February 1930, p. 23, February 1934, p. 28, and in the issues of *Donnybrook Fair* after 1919. An account of a more elaborate program will be found in *Goucher College Weekly*, December 7, 1934.
- ²⁴² *Donnybrook Fair*, 1933 (1st), p. 142.
- ²⁴³ *Bulletin of Goucher College*, February 1934, p. 30.
- ²⁴⁴ *Baltimore Sun*, December 18, 1932. The celebration of Christmas at the College has, on occasion, reached beyond the campus. The Choir has broadcast a program of carols several times, once in conjunction with a Christmas message by President Robertson. And every year Mrs. Robertson's silver and green Christmas tree which stands in the central pavilion of Goucher Hall journeys away, after vacation has begun, to the Children's Hospital.
- ²⁴⁵ Accounts of the party may be found in *Bulletin of Goucher College*, July 1915, p. 54, December 1919, p. 41, June 1924, p. 32, February 1927, p. 30.
- ²⁴⁶ Accounts of Sing Songs may be found in *Bulletin of Goucher College*, 1915, p. 29, June 1924, p. 24, February 1930, pp. 26-27, February 1934, p. 34. See opinion of Dean Stimson as to its value, *Goucher College Weekly*, January 24, 1936, p. 1.
- ²⁴⁷ *Donnybrook Fair*, 1927, p. 218; Minutes of the College Council, February 3, 1915.
- ²⁴⁸ *Kalends*, March 1913, p. 291.
- ²⁴⁹ Minutes of the College Council, January 7, 1915.
- ²⁵⁰ *Goucher Alumnae Quarterly*, March 1923, p. 6; *Goucher College Weekly*, February 1, 1935, January 15, 1937, p. 1. For some years it has been the custom of the freshman class to reveal their choice of honorary member at Sing Song, and since 1932 they have received their class banner at the same time (*Donnybrook Fair*, 1931, pp. 150-151; *Goucher Alumnae Quarterly*, May 1933, p. 46).

- ²⁵¹ *Kalends*, April 1904, p. 168.
- ²⁵² *Bulletin of Goucher College*, February 1927, pp. 18-19, February 1930, p. 29, February 1934, pp. 39-40; *Goucher College Weekly*, February 14, 1936, pp. 1, 4.
- ²⁵³ *Baltimore Evening Sun*, March 4, 1924; *Donnybrook Fair*, 1928, pp. 111-112.
- ²⁵⁴ *Donnybrook Fair*, 1933 (2nd), p. 126, 1936, p. 29, 1937, p. 37.
- ²⁵⁵ *Bulletin of Goucher College*, June 1924, p. 19, February 1927, p. 19; *Donnybrook Fair*, 1927, pp. 120-121, 1929, p. 129, 1930, p. 90; *Goucher College Weekly*, October 20, 1927, pp. 5, 8, March 22, 1928, pp. 1, 2, 4, March 8, 1929, p. 1; *Goucher Alumnae Quarterly*, April 1929, p. 65.
- ²⁵⁶ *Baltimore Sun*, May 16, 1913.
- ²⁵⁷ *Kalends*, June 1914, pp. 261-262.
- ²⁵⁸ *Ibid.*, June 1915, p. 297.
- ²⁵⁹ *Bulletin of Goucher College*, February 1930, p. 39, February 1934, p. 55; *Donnybrook Fair*, 1929, p. 163; *Goucher Alumnae Quarterly*, 1931, pp. 67-68; *Bulletin of Goucher College*, June 1917, p. 25, June 1924, pp. 35-36. Though not associated with any season, there has been a chapel custom going back to very early times that deserves mention. Until the alumnae became too numerous, there was the tradition at the College that the marriage of an alumna should be celebrated by playing the wedding march in chapel (*Goucher College Weekly*, October 11, 1917, p. 2).
- ²⁶⁰ *Bulletin of Goucher College*, June 1917, p. 36. For the value of the tradition see Dr. Welsh's *Reminiscences of Thirty Years in Baltimore*, p. 147.
- ²⁶¹ *Kalends*, June 1893, pp. 84-85.
- ²⁶² Concerning the first May Day Christine Dann, '20 (Mrs. A. R. Thomas), wrote to one of the authors: "It was an almost impossible hour of the day for city girls . . . and almost equally difficult for the hall girls to crawl out of bed. . . . The enterprising fire chief of Fensal planned a fire drill for that very time and had her charges march out on the hockey field, so several Fensalites who hadn't planned to attend the coronation found themselves there after all!"
- ²⁶³ *Goucher College Weekly*, May 6, 1920, p. 139.
- ²⁶⁴ Christine Dann Thomas, '20: "It was an all college vote originated by Agora but not confined to its members. There was a big box with a guardian in the basement of Goucher Hall for about a week, and every passer-by was hailed and urged to cast her vote for one senior for May Queen."
- ²⁶⁵ *Goucher College Weekly*, May 5, 1921.
- ²⁶⁶ *New York Tribune*, June 2, 1894.
- ²⁶⁷ *Donnybrook Fair*, 1897, p. 90.
- ²⁶⁸ *Baltimore Methodist*, May 2, 1896; *Donnybrook Fair*, 1898, p. 102.
- ²⁶⁹ *Ibid.*, 1903, p. 55, 1904, p. 50.
- ²⁷⁰ See article by Dr. Froelicher, *ibid.*, 1929, pp. 26-27.
- ²⁷¹ *Ibid.*
- ²⁷² The Class of 1918 gave *Comus* in 1915 in honor of the Class of 1917 (*ibid.*, 1917, p. 136).
- ²⁷³ *Ibid.*, 1918, p. 81.
- ²⁷⁴ *Ibid.*, 1922, p. 175.
- ²⁷⁵ *Goucher College Weekly*, May 9, 1929, p. 4, May 10, 1935, p. 1.

²⁷⁶ *Baltimore Sun*, June 11, 1895; *Kalends*, June 1895, p. 239. There were also sophomore proms given during the year in the early times. The Class of 1904 in their sophomore year entertained the freshmen in that way (*ibid.*, January 1902, p. 107). Very recently the sophomore prom was revived when, with the help of Miss von Borries and of their honorary member Dr. Kelley, the Class of 1936 gave in the Recreation Room a function called by that name which "was a cabaret dance, even to the extent of a floor show and several charming cigarette girls" (*Donnybrook Fair*, 1935, p. 86).

²⁷⁷ *Kalends*, June 1903, p. 254.

²⁷⁸ *Ibid.*, December 1914, p. 69.

²⁷⁹ "Record of the Year," *Bulletin of Goucher College*, June 1919, p. 12; *Goucher College Weekly*, May 22, 1919, p. 175. One of the highest social honors at Goucher College is to be chosen, by popular vote, to lead the Senior Prom.

²⁸⁰ *Baltimore Methodist*, May 25, 1899.

²⁸¹ There have been variations in this from time to time. *Bulletin of Goucher College*, June 1934, p. 37, February 1927, p. 35; *Goucher Alumnae Quarterly*, July 1929, p. 45.

²⁸² *Kalends*, June 1905, p. 309.

²⁸³ *Ibid.*, June 1907, p. 284.

²⁸⁴ *Ibid.*, June 1911, p. 297, June 1913, p. 296, June 1914, p. 270.

²⁸⁵ *Donnybrook Fair*, 1923, p. 168. For a sketch of Harriet see *Goucher College Weekly*, November 10, 1932, p. 4.

²⁸⁶ Sometimes the sophomores or juniors have performed this office, but more recently the freshmen have done it.

²⁸⁷ *Donnybrook Fair*, 1927, p. 127; *Kalends*, June 1912, p. 289, June 1914, p. 270.

²⁸⁸ *Donnybrook Fair*, 1902, p. 60, 1904, pp. 45-46.

²⁸⁹ *Kalends*, June 1900, p. 259.

²⁹⁰ *Ibid.*, June 1901, p. 349. Their example was not followed, perhaps because one of the Greek statues sneezed violently and often in the cold air, and another made faces at the unpleasant odor of the torch smoke (*Donnybrook Fair*, 1927, p. 128).

²⁹¹ *Ibid.*, 1905, p. 53.

²⁹² *Goucher Alumnae Quarterly*, July 1929, p. 44, July 1932, p. 39, July 1930, p. 33. Sometimes student events were marked by lantern chain figures. In 1914, as the lights circled around, the word "Squelch" was formed, and suddenly all but a few red ones were extinguished, thus denoting the abolition of the squelch societies and the continuance of Red Strings and Titian Tints (*Kalends*, June 1914, p. 268).

²⁹³ *Donnybrook Fair*, 1923, p. 165. There are changes from time to time.

²⁹⁴ *Kalends*, May 1892, p. 70. An account of this by Dr. Froelicher may be found in *Donnybrook Fair*, 1929, pp. 25-26.

²⁹⁶ *Baltimore Methodist*, May 29, 1897.

²⁹⁶ *Ibid.*, May 25, 1899.

²⁹⁷ *Donnybrook Fair*, 1927, p. 129.

²⁹⁸ *Ibid.*, 1914, p. 165.

²⁹⁹ *Goucher College Weekly*, June 9, 1919, p. 184.

³⁰⁰ *Ibid.*, June 2, 1921, p. 158. Dr. Froelicher's article about Alto Dale (*Donny-*

brook Fair, 1929, pp. 27-28) has been quoted in the sketch of Dr. Goucher, Chapter III. See also Dr. Welsh, *Reminiscences of Thirty Years in Baltimore*, p. 152, and article by Joe Anna Ross, '95 (Mrs. Omar Pancoast), *Donnybrook Fair*, 1924, p. 146.

³⁰¹ *Goucher Alumnae Quarterly*, June 1932, p. 40. On another occasion, a Goucher class received a personal invitation to the White House. When Jessie Woodrow Wilson, '08, was elected honorary member of the Class of 1916, in their freshman year, she invited the class over to tea (*Baltimore Sun*, May 16, 1913). Once upon a time, too, many years ago, there was a roof-garden party, apparently never repeated, which the seniors living in Fensal gave to the other members of their class. The roof of Fensal was covered with rugs, easy chairs were placed about, and potted plants and a profusion of wild flowers were used in the decorations. The soft light from many Japanese lanterns and a flood of moonlight gave beauty to the scene.

³⁰² *Goucher College Weekly*, June 9, 1918, p. 184; *Bulletin of Goucher College*, June 1919, pp. 12-13; *Donnybrook Fair*, 1927, p. 130.

³⁰³ *Goucher Alumnae Quarterly*, July 1932, p. 38. For eight years in the twenties the seniors had what was termed "Sneak Day." One day in the spring, without warning, they disappeared from residence hall, chapel, and classroom, and spent the day picnicking. This practice was given up by the Class of 1922 on the advice of Dr. Curtis, their honorary member (*Goucher College Weekly*, May 20, 1920, p. 155).

³⁰⁴ *Bulletin of Goucher College*, July 1915, p. 64.

³⁰⁵ *Ibid.*, June 1924, p. 39; *Kalends*, June 1919, p. 280.

³⁰⁶ Begun by the Class of 1901. *Bulletin of Goucher College*, June 1905, p. 69; *Kalends*, June 1902, p. 231, June 1906, p. 223.

³⁰⁷ The Class of 1917.

³⁰⁸ *Kalends*, June 1910, p. 339.

³⁰⁹ The Class of 1929.

³¹⁰ *Kalends*, June 1913, p. 297.

³¹¹ This Gothic chair, "a symbol of joyous, vigorous activity, coupled with lofty aspirations and high ideals," was suggested and designed by Dr. Froelicher, the honorary member of the Class of 1909 (*Kalends*, June 1909, p. 326).

³¹² Presented through the Alumnae Fund.

³¹³ *Kalends*, June 1901, p. 340. Gift of Mrs. Goucher, honorary member of the Class of 1901.

³¹⁴ *Ibid.*, June 1895, p. 238, June 1909, p. 329.

³¹⁵ *Ibid.*, June, 1908, p. 355.

³¹⁶ Brought by Dr. Goucher from London and presented to the Class of 1892.

³¹⁷ *Kalends*, June 1897, p. 229.

³¹⁸ *Ibid.*, June 1902, p. 259. Presented by the honorary member of the Class of 1902, Dr. Lord, once a student at Newnham.

³¹⁹ *Ibid.*, June 1904, p. 211. Brought by Johnetta Van Meter, '94, from Heidelberg University and presented by Dr. Van Meter, honorary member, to the Class of 1904.

³²⁰ Words by Harriet A. Thompson, '95, music by Virginia Roper, ex '96.

³²¹ *Goucher Alumnae Quarterly*, July 1932, p. 57, July 1934, p. 46.

³²² *Kalends*, June 1904, p. 279; *Bulletin of Goucher College*, June 1910, pp. 7, 8.

³²³ *Bulletin of Goucher College*, October 1935, p. 167.

³²⁴ *Goucher, The Woman's College of Baltimore*, 1936, p. 28 (brochure).

³²⁵ For appreciations of Baltimore in relation to the College see *Goucher, The Woman's College of Baltimore*, 1932, 1936 (2nd edition), p. 7; article by Sara Haardt, '20 (Mrs. H. L. Mencken), in *College Humor*, November 1932. As an evidence of the interest of Goucher students in some of the places of historic value in Baltimore, see series of articles "Journeys About Baltimore City," *Goucher College Weekly*, during the year 1934-35; for example, an article on Mount Clare appears in the February 8, 1935, issue, p. 3.

³²⁶ *Goucher Alumnae Quarterly*, May 1935, p. 53.

³²⁷ *Baltimore Sun*, June 15, 1897.

³²⁸ In very recent times a very pleasant illustration of Baltimore community cooperation was the publication of an annotated bibliography by the Enoch Pratt Library for gratuitous distribution to those attending the exhibition at Goucher College of the motion picture "The Human Adventure," prepared by the Oriental Institute of the University of Chicago under the direction of the late James H. Breasted (*President's Letter*, March 30, 1936, p. 4).

³²⁹ *Ibid.*, pp. 10-11. "On this occasion the students were particularly interested to find women in most of the important administrative posts, as well as in minor positions, and to discover that many of these women are alumnae of Goucher College" (*ibid.*).

³³⁰ *Bulletin of Goucher College*, October 1935, p. 168.

³³¹ "I'd Send My Daughter to Goucher," *University*, October 1933, vol. 1, no. 3, p. 38.

³³² *Baltimore Sun*, magazine section, May 22, 1932, p. 4.

³³³ *Donnybrook Fair*, 1896, p. 90.

³³⁴ *Ibid.*, 1899, p. 69.

³³⁵ Statistics for the country at large give the divorce percentage as five.

³³⁶ *Baltimore Sun*, June 15, 1897.

³³⁷ *Kalends*, June 1905, p. 276.

³³⁸ *Baltimore Evening News*, June 5, 1900.

³³⁹ Thaddeus P. Thomas, *The Social Service of Some Goucher Alumnae* (pamphlet), published February 1916 by Goucher College, reprinted May 1916.

³⁴⁰ *Bulletin of Goucher College*, July 1916, p. 28.

³⁴¹ *Ibid.*, p. 25.

³⁴² In the New Plan. See Chapter VIII, "The Administration of President David Allan Robertson," and Chapter IX, "The Development of the Curriculum."

³⁴³ *Bulletin of Goucher College*, July 1915, p. 5.

³⁴⁴ Mary Caroline Crawford, *The College Girl of America*, Page, 1905, p. 145.

³⁴⁵ *Goucher College Catalogue*, 1926-27, p. 39.

³⁴⁶ An account of this by Dean Stimson appeared in *Goucher Alumnae Quarterly*, February 1935, p. 1. At these chapel services President Robertson spoke on "The College Budget;" Angeline Foster Williams, '17, on "The Budget of a House Wife;" Miss Ruth Fagundus on "Budgeting in a Department Store;" Olive Dennis, '08, on "Budgeting of a Railroad" (*ibid.*, p. 23).

³⁴⁷ The Alumnae Fund made its first gift to the College in 1931, the gift to be used for scholarships and loans.

³⁴⁸ *Bulletin of Goucher College*, April 1920, p. 7.

- ³⁴⁹ Maynard M. Metcalf in *Goucher Alumnae Quarterly*, November 1932, p. 7.
- ³⁵⁰ *President's Letter*, April 1, 1932, p. 9.
- ³⁵¹ *Donnybrook Fair*, 1906, p. 119.
- ³⁵² *Goucher Alumnae Quarterly*, November 1932, p. 6.
- ³⁵³ *Bulletin of Goucher College*, July 1916, p. 11.
- ³⁵⁴ *Ibid.*, February 1920, p. 8.
- ³⁵⁵ *Donnybrook Fair*, 1937, p. 19.
- ³⁵⁶ *Bulletin of Goucher College*, June 1930. See also *President's Letter*, January 6, 1933, February 5, 1934, January 1, 1935, pp. 17-18, September 26, 1935, pp. 14-15. Books written by the members of the Goucher College faculty were presented by President Robertson to the Enoch Pratt Library at the reception given by the Trustees of the Library, soon after the opening of its new building, to the trustees and faculties of Johns Hopkins University and of Goucher College (*President's Letter*, February 5, 1934, p. 12).
- ³⁵⁷ *Goucher Alumnae Quarterly*, April 1929, pp. 61-62.
- ³⁵⁸ *President's Letter*, February 5, 1934.
- ³⁵⁹ During Christmas holidays, 1931, nineteen members of the faculty attended meetings, and four presented papers (*President's Letter*, January 6, 1932, pp. 15-17, January 1, 1934, pp. 11-15).
- ³⁶⁰ *Ibid.*, p. 10; *Goucher College Weekly*, January 18, 1935. See also concerning faculty *Bulletin of Goucher College*, February 1932, pp. 17-29; *Goucher, The Woman's College of Baltimore*, 1936, pp. 17-28.
- ³⁶¹ *President's Letter*, September 26, 1935, pp. 10-13.
- ³⁶² *Goucher Alumnae Quarterly*, February 1933, p. 28.
- ³⁶³ *The Baltimore News*, October 19, 1926; *Goucher College Weekly*, October 12, 1934.
- ³⁶⁴ In an interview Dr. Goucher said, "The faculty is half women and half men, thus giving the students a great advantage in this particular over some other women's colleges, in that the masculine mind with its grip and breadth is an important factor in the development of the student's mind" (East Liverpool, Ohio, *Evening News Review*, September 16, 1893).
- ³⁶⁵ For the year 1937-38, the figure was 9.79.
- ³⁶⁶ *Goucher Alumnae Quarterly*, May 1932, p. 38; *Goucher College Weekly*, April 27, 1932.
- ³⁶⁷ Paper on "First Ten Years of the Alumnae Council" presented by Annette B. Hopkins, '01, at Council Meeting, 1927.
- ³⁶⁸ *Kalends*, May 1911, p. 257. Minutes of the College Council are to be found in the office of the student counselor.
- ³⁶⁹ *Bulletin of Goucher College*, January 1916, p. 25.
- ³⁷⁰ The plan of having senior advisers for the freshmen seems to have originated in the College Council (Minutes, May 10, 1911). Later both juniors and seniors served, and at one time the membership committee of the Y. W. C. A. worked out the details (Minutes of the College Council, April 6, 1916, May 4, 1916, April 26, 1920; *Bulletin of Goucher College*, June 1917, p. 28, June 1918, p. 19, June 1920, p. 18; Summary of Activities of College Council, 1919-20).
- ³⁷¹ Minutes of the Board of Instruction, April 7, 1925.

³⁷² *President's Letter*, April 1, 1932, p. 9.

³⁷³ *Bulletin of Goucher College*, June 1920, pp. 29, 42; *Donnybrook Fair*, 1922, p. 143.

³⁷⁴ *Goucher Alumnae Quarterly*, July 1931, p. 61; *Donnybrook Fair*, 1935, p. 27, 1937, p. 24.

³⁷⁵ *Goucher Alumnae Quarterly*, March 1923, p. 3.

³⁷⁶ "Students, Past and Present," *Donnybrook Fair*, 1925, p. 116.

³⁷⁷ *Ibid.*, 1898, p. 118.

³⁷⁸ Waunda Hartshorn, '98 (Mrs. Alexander Petrunkevitch), *ibid.*, 1924, p. 148.

The files of Goucher College were used for important correspondence; publicity material of the campaigns of 1905, 1911-13, and 4-2-1; manuscripts and typescripts of addresses delivered by Goucher College presidents; reports of President Goucher to the Trustees; reports of Dean Van Meter and Dean Stimson. Much of the statistical material was obtained from the records in the registrar's office. Reference was made to the collection of *Handbooks* issued each year to freshmen by various student groups. Use was also made of the file of newspaper clippings from the Press Clipping Bureau and of scrapbooks compiled by Dr. and Mrs. Goucher, Dr. Van Meter, Olive Edwards, '94 (Mrs. Chase Palmer), Susie Sweet, '97, Georgien Ewing, '00, Rebecca Reger, '07 (Mrs. Robert Harry Philson), Agnus Bandel, '10, and Eline von Borries, '15.

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